
2017 SUMMARY OF LEGISLATION



EDUCATION AND WORKFORCE DEVELOPMENT



EDUCATION AND WORKFORCE DEVELOPMENT MEASURES

Early Childhood

Enacted: HB 2013, HB 3106

Not Enacted: HB 3314

K-12

Enacted: SB 13, SB 20, SB 111, SB 187, SB 208, SB 1003, HB 2038, HB 2246, HB 2845, HB 3029, HB 3267, HB 3313, HB 3340, HB 3412

Not Enacted: SB 183, SB 204, SB 278, SB 353, SB 915, SB 1002-A, HB 2261, HB 2382-A, HB 2419, HB 2528-A, HB 2529, HB 2530, HB 2536-A, HB 2548-A, HB 2649, HB 2658-A, HB 2693-A, HB 2720-B, HB 2867, HB 3156, HB 3191-A, HB 3293-A

Higher Education

Enacted: SB 143, SB 253, HB 2147, HB 2666, HB 2701, HB 2729, HB 2864, HB 2998

Not Enacted: SB 653, HB 2582-A, HB 2782, HB 2862, HB 3335-A

Workforce Development

Enacted: HB 3437

Not Enacted: HB 2531-A, HB 2690, HB 2887-A, HB 3174, HB 3337-A

System-wide

Enacted: SB 182, HB 2763, HB 3358, HB 3412

Not Enacted: SB 649, SB 746, SJR 37, HB 2587, HB 2651, HB 2657-A, HB 2688-A, HB 3185-A, HB 3208, HB 3263, HJR 4

Picture: Succor Creek area, Malheur County - [Gary Halvorson, Oregon State Archives](#)

EDUCATION AND WORKFORCE DEVELOPMENT TASK FORCES AND REPORTING REQUIREMENTS

The following bills created task forces and reporting requirements. Additional information is provided in the bill summaries.

SB 13	Directs Oregon Department of Education to report to the Legislative Assembly on the status of the Native American Curriculum Development Project.	October 2018; October 2019; October 2020
SB 111	Directs Oregon Department of Education to report to the Legislative Assembly on the outcomes of the Medicaid Billing Pilot Program.	October 1, 2020
SB 182	Directs Educator Advancement Council to report to the Legislative Assembly on its activities.	March 1, 2018
SB 1003	Directs Oregon Department of Education to report to the Legislative Assembly on best practices for screening dyslexia.	September 15, 2018
HB 2013	Directs the Early Learning Division to provide a progress report and final report to the legislature on updated lead teacher requirements and salary disparities in Preschool Promise.	February 1, 2018; October 15, 2018
HB 2729	Directs the Higher Education Coordinating Commission to report on the current status of the Oregon Open Educational Resources Program to the Legislative Assembly.	Each regular session held during odd-numbered years
HB 2763	Directs the Teacher Standards and Practices Commission to submit a report to the legislature related to the effects of increased funding for teacher certification.	April 1, 2020

EDUCATION AND WORKFORCE DEVELOPMENT TASK FORCES AND REPORTING REQUIREMENTS

The following bills created task forces and reporting requirements. Additional information is provided in the bill summaries.

HB 2845	Directs the Advisory Council on Ethnic Studies to identify where current statewide social studies standards fail to recognize the histories, contributions, and perspectives of ethnic and social minorities and report findings to the Oregon Department of Education.	September 15, 2018
HB 2998	Directs the Higher Education Coordinating Commission to report on unified statewide transfer agreements and recommendations on foundational curricula to the Legislative Assembly.	February 1, 2018
HB 3412	Directs the Task Force on Assessments of Children Who Are Deaf or Hard of Hearing to analyze assessment strategies for hearing impaired children and report findings to the Legislative Assembly.	January 1, 2018
HB 3437	Directs the State Workforce and Talent Development Board to report on the Talent Development Plan to the governor and legislature.	Every year

[Senate Bill 13](#)

Effective Date: August 2, 2017

Native American Curriculum in Schools

At the request of: Governor Brown for Chief Education Office

Committees: Senate Education, Joint Ways and Means

Background and Current Law: Current state standards require students in fourth grade to study Oregon’s Native American communities. Specifically, Social Studies Standard 4.1 requires students to “identify and describe historic Native American Indian groups who lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.” Standard 4.9 requires students to “explain the influence of Oregon and the Northwest’s physical systems on humans, including Native Americans.”

Bill Summary: Senate Bill 13 directs the Oregon Department of Education (ODE) to develop a curriculum for students in kindergarten through twelfth grade relating to the Native American experience in Oregon, make the curriculum available to school districts, and provide professional development to teachers and administrators. The bill establishes content requirements for the curriculum, requires implementation in the 2019-2020 school year, and requires ODE to report on the status each October, from 2018 to 2020.

Oregon Laws 2017: Chapter 632

[Senate Bill 20](#)

Effective Date: August 2, 2017

Oregon Educational Standards

At the request of: Governor Brown for Department of Education

Committees: Senate Education, Joint Ways and Means

Background and Current Law: Congress passed the No Child Left Behind (NCLB) Act in 2001. NCLB required annual math and reading assessments of students in grades three through eight and once in high school; required science assessments once in elementary school, once in middle school and once in high school; required states to set targets for students’ adequate yearly progress; identified corrective actions that states were to take against schools that did not meet those goals; and required teachers to meet standards of qualification, among other provisions. NCLB expired in 2007, but was not immediately replaced. Beginning in 2011, the U.S. Department of Education offered waivers of the law’s provisions to states meeting certain requirements. In 2015, Congress replaced NCLB with the Every Student Succeeds Act (ESSA). Among other provisions, ESSA removed requirements regarding adequate yearly progress, corrective actions, and teacher qualifications, leaving those policy choices to states.

Bill Summary: Senate Bill 20 removes references to NCLB and replaces them with references to ESSA. The bill makes Oregon’s modified diploma equivalent to its regular high school diploma and revises portions of state law relating to transportation of foster youth to comply with ESSA.

Oregon Laws 2017: Chapter 641

[Senate Bill 111](#)

Effective Date: August 8, 2017

Medicaid Funding and School Nursing Services

Chief Sponsors: Sen. Monnes Anderson; Rep. Whisnant

Committees: Senate Education, Joint Ways and Means

Background and Current Law: Medicaid provides funding for treatment of a variety of medical conditions for qualifying individuals. Each state's Medicaid plan governs reimbursement rates. In Oregon, Medicaid billing for school health services consists of Medicaid administrative claiming (MAC) reimbursement for individuals with services covered by the federal Individuals with Disabilities Education Act. In 2015, 65 school districts or education service districts participated in MAC, while 63 participated in direct-care billing. The Task Force on School Nursing reported in September 2016 that the percentage of Medicaid-eligible students in Oregon has increased from 27 percent in 2007 to 58 percent in 2015. Recent changes in federal rules expand the types of services school districts can bill to Medicaid for nursing services.

Bill Summary: Senate Bill 111 requires the Oregon Department of Education (ODE) to develop and administer a pilot program to assist school districts and education service districts in increasing the use of Medicaid billing and sunsets the pilot program December 31, 2020. The bill requires ODE to provide ongoing technical assistance to school districts and education service districts, help schools maximize Medicaid billing for school nursing services, collaborate with other state agencies, and prioritize assistance to entities participating in the pilot program. The bill also allows ODE to enter contracts with public or private entities to provide technical assistance.

Oregon Laws 2017: Chapter 688

[Senate Bill 143](#)

Effective Date: August 15, 2017

Grant Programs for Campus Resource Centers

Chief Sponsors: Sens. Monnes Anderson, Boquist

Committees: Senate Veterans and Emergency Preparedness, House Veterans and Emergency Preparedness, Joint Ways and Means

Background and Current Law: Transitioning from military to civilian life can present challenges for veterans. Supporting veterans' educational and employment goals are two ways the transition can be made easier, with federal and state benefits available to encourage enrollment in public universities and community colleges. Veterans are generally atypical students in many ways: they are older than their peers, have families, and have a different perspective that comes only from serving in the armed forces. Universities and colleges often have on-campus resource centers tailored to help veterans succeed, connect to other veterans, and ground them within the broader collegiate environment.

Bill Summary: Senate Bill 143 appropriates approximately \$1.2 million from the Veterans' Services Fund to the Oregon Department of Veterans' Affairs to develop and implement one or more competitive grant programs. The funding is for community colleges and public universities to support and expand on-campus veteran resource centers.

Oregon Laws 2017: Chapter 731

[Senate Bill 182](#)

Effective Date: August 2, 2017

Educator Advancement Council

At the request of: Governor Brown for Chief Education Office

Committees: Senate Education, Joint Ways and Means

Background and Current Law: In 2016, Governor Brown established the Council on Educator Advancement to develop strategies for ensuring that Oregon’s educators have access to mentoring, specialized professional learning, and opportunities for leadership development. The members included teachers, administrators and representatives of higher education, and legislators. The council issued a report in November 2016, and made 10 recommendations relating to educator preparation, support for novice teachers and administrators, professional learning, teacher leadership, and the establishment of regional networks.

Bill Summary: Senate Bill 182 repeals the Network of Quality Teaching and Learning and establishes the Educator Advancement Council, which is charged with duties related to the distribution of resources for professional learning supports and the development of local educator networks across the state. The measure requires the Chief Education Office and the Oregon Department of Education to provide strategic direction and support to the council, and replaces the Network of Quality Teaching and Learning Fund with the Educator Advancement Fund, beginning June 30, 2019. The measure requires the Early Learning Division to establish policies and practices with the council that address specified early learning needs, and authorizes the Higher Education Coordinating Commission to award scholarships to culturally and linguistically diverse teacher candidates.

Oregon Laws 2017: Chapter 639

[Senate Bill 183](#)

Not Enacted

Graduate Equity Program

At the request of: Governor Brown for Chief Education Office

Committees: Senate Education, Joint Ways and Means

Background and Current Law: According to the U.S. Department of Education, Oregon’s adjusted cohort graduation rate for the 2014-2015 school year was 73.8 percent, ranking forty-eighth in the nation with only Nevada and New Mexico having lower graduation rates. The national adjusted cohort graduation rate was adopted as a common way for states to measure high school graduation rates via federal regulations in 2008 and first used by all states for the 2010-2011 school year. Oregon’s graduation rate improved from 68 percent in the 2010-2011 school year to 73.8 percent in the 2014-2015 school year.

Bill Summary: Senate Bill 183 would have established the Early Indicator and Intervention System, and described program requirements, goals, and implementation guidelines to improve high school graduation rates in Oregon. The bill established the Graduation Equity Program and directed the Oregon Department of Education, in coordination with the Chief Education Office, to distribute funding to school districts, education service districts, nonprofit organizations, postsecondary institutions, or tribes.

[Senate Bill 187](#)

Effective Date: August 2, 2017

Vision Screening Reimbursements

Chief Sponsors: Sens. Roblan, Johnson, Devlin; Reps. Hack, McLane, Parrish, Williamson

Committees: Senate Education, Joint Ways and Means

Background and Current Law: House Bill 3000 (2013) directed the Oregon Department of Education to make recommendations regarding regular vision screenings in public schools. The department, in its report dated December 2013, recommended that the state provide vision screening to every student in kindergarten, first, third, and fifth grade. The department estimated that providing screenings to 165,000 students in the affected grades in Oregon’s 796 elementary schools would cost \$10.58 per student. The Oregon Lions Sight and Hearing Foundation screened 172,000 children at 550 schools during the 2015-2016 school year. The organization coordinates its screenings with school nurses and relies on volunteers to conduct screenings

Bill Summary: Senate Bill 187 requires the Oregon Department of Education to reimburse education providers for expenses related to vision screening, including contracting with private entities. It establishes the Vision Health Account in the State Treasury and appropriates \$1 million from the General Fund for the account.

Oregon Laws 2017: Chapter 640

[Senate Bill 204](#)

Not Enacted

Culturally Responsive Teaching Certification

At the request of: Senate Interim Committee on Education

Committees: Senate Education

Background and Current Law: Teaching with Purpose is a Portland-based business that specializes in encouraging culturally responsive practices in schools. It conducts workshops and arranges speakers for schools, districts, or other education organizations. There is an annual Teaching with Purpose Conference each fall that focuses on engaging educators to improve cultural responsiveness in the classroom.

Bill Summary: Senate Bill 204 would have established a pilot certification program for the 2017-2018 school year that required every district, school, and educator to become certified in culturally responsive practices by the 2018-2019 school year. It would have required the Oregon Department of Education to collaborate with the Teaching with Purpose Consortium to establish certification requirements and appropriated an unspecified amount of money from the General Fund to the department to pay for the program.

[Senate Bill 208](#)

Effective Date: July 3, 2017

Student Participation in Interscholastic Activities

At the request of: Senate Interim Committee on Education

Committees: Senate Education, House Education, House Rules

Background and Current Law: Students throughout Oregon participate in 26 interscholastic activities, including athletics, choir, band, orchestra, cheerleading, and speech and debate, according to the Oregon School Activities Association. Under current law, schools must allow homeschooled students to participate in interscholastic activities, but they may deny participation to students from charter schools or virtual charter schools. Some states allow charter school students to participate in interscholastic activities taking place at a school district. Oregon law does not specify whether charter school students may or may not be denied participation.

Bill Summary: Senate Bill 208 requires that schools, districts, and associations allow charter school and virtual charter school students to participate in interscholastic activities. It requires that school districts allow homeschooled, charter school, or virtual charter school students to participate in all interscholastic activities under certain circumstances. Additionally, the bill establishes a fee of no more than five percent of the amount of the school district's General Purpose Grant per weighted average daily membership that charter schools must pay to the school district for charter school students enrolling in interscholastic activities through the school district. An additional fee is required if participation in the interscholastic activity requires the charter school student to enroll in a for-credit course.

Oregon Laws 2017: Chapter 550

[Senate Bill 253](#)

Effective Date: January 1, 2018

Student Loan Disclosure

Chief Sponsors: Sens. Taylor, Roblan, Ferrioli; Rep. Huffman

Committees: Senate Education, House Higher Education and Workforce Development

Background and Current Law: In the 2013-2014 school year, 3,319 students at Oregon's public universities were awarded federal student loans. These students comprise 42 percent of all students enrolled. They received a total of \$22,515,523, or \$6,694 in federal student loans on average. The Institute for College Access and Success reports that average student debt in Oregon increased 51 percent from 2004 to 2014.

Bill Summary: Senate Bill 253 requires that community colleges and universities provide specified information to students annually in a unified, plain language format, including an estimate of the total amount of federal education loans a student has received to date and the total cumulative amount of tuition and fees a student has paid to date.

Oregon Laws 2017: Chapter 320

School Social Workers Study and Pilot Program

Chief Sponsors: Sen. Roblan; Reps. Stark, McKeown

Committees: Senate Education

Background and Current Law: According to the School Social Work Association of America, school social workers are trained mental health professionals who work in schools to assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, and individual and group counseling or therapy. In Oregon, the Teacher Standards and Practices Commission (TSPC) licenses school social workers and has adopted rules governing their work. School social workers must have at least a master's degree, complete a graduate program in social work, pass a commission-approved test, and pass a background check. There are currently 37 licensed school social workers in the state. Twelve work specifically with students with disabilities.

Bill Summary: Senate Bill 278 would have required the Oregon Department of Education (ODE) to study the effect of school social workers on attendance rates, harassment, bullying, morale, and the school system. It required ODE to submit reports to the legislature by October 15, 2018 and October 15, 2019. The bill would have required ODE to create a pilot program to increase the number of students served by school social workers, required school districts to apply to become part of the pilot program, and sunset the program June 30, 2021. The bill would have added school social workers to portions of state law pertaining to behavioral health and appropriated money from the General Fund to ODE for the study. The bill would have appropriated \$20 million from the General Fund to ODE for the biennium beginning July 1, 2017 for the pilot program.

[Senate Bill 353](#)

Not Enacted

High School Graduation and College and Career Readiness Act

Chief Sponsors: Sen. Frederick

Committees: Senate Education

Background and Current Law: Measure 98, officially titled the Oregon State Funding for Dropout Prevention and College Readiness Initiative, was approved by voters on November 8, 2016. As drafted, the measure directed the Legislative Assembly to appropriate at least \$800 per enrolled high school student per school year for distribution to districts with approved plans to establish or expand career and technical education programs, college-level educational opportunities, and dropout-prevention efforts.

Bill Summary: Senate Bill 353 would have established the Task Force on the High School Graduation and College and Career Readiness Act and established membership and meeting requirements. The -1 amendments, considered by the committee at the public hearing, rescinded the task force, established a grant fund with moneys to be distributed proportionally to districts that applied, and modified spending requirements for districts.

[Senate Bill 649](#)

Not Enacted

New State Board of Education

Chief Sponsors: Sen. Kruse

Committees: Senate Education, Senate Rules

Background and Current Law: The legislature created the State Board of Education in 1951. The board has seven members, appointed by the governor and confirmed by the Oregon Senate. Five members represent Oregon’s congressional districts, and two members represent the entire state. Members serve four-year terms, and are limited to two consecutive terms. The board meets at least six times per year, open to the public, and is responsible for adopting administrative rules that govern operation of Oregon’s 197 public school districts and 20 educational service districts. Senate Joint Resolution 37, introduced in 2017, would have amended the state constitution to create a new State Board of Education with alternate responsibilities, including the appointment of the Superintendent of Public Instruction, who would have overseen education and established education policy for the state.

Bill Summary: Senate Bill 649 would have taken effect if Senate Joint Resolution 37 was enacted and then approved by voters at the next regular general election. The bill would have required the new board to have 11 members, appointed by the governor and confirmed by the Oregon Senate, and established membership requirements, term limits, and a process for the removal of members. The bill also made the new board responsible for appointing the Superintendent of Public Instruction, among other duties.

[Senate Bill 653](#)

Not Enacted

Umpqua Community College Security

Chief Sponsors: Sen. Kruse

Committees: Senate Education, Joint Ways and Means

Background and Current Law: On October 1, 2015, a student at Umpqua Community College killed nine people in a classroom and then himself. Funds were appropriated to the college to pay for site cleanup and increased security.

Bill Summary: Senate Bill 653 would have appropriated \$504,300 to the Higher Education Coordinating Commission for three full-time security patrol staff and one network systems security specialist at Umpqua Community College.

[Senate Bill 746](#)

Not Enacted

Election of Statewide Superintendent of Public Instruction

Chief Sponsors: Sen. Roblan; Rep. Doherty

Committees: Senate Education, Senate Rules

Background and Current Law: From 1873 until 2012, Oregon's Superintendent of Public Instruction was a nonpartisan, statewide elected office. In 2011, as part of a reorganization of Oregon's education system, the legislature passed a package of bills transferring the superintendent's duties to the governor, assisted by a deputy superintendent and a seven-member State Board of Education. The governor assumed these duties in 2012 and has been the state's Superintendent since, with a deputy superintendent appointed to manage the Oregon Department of Education.

Bill Summary: Senate Bill 746 would have established the Superintendent of Public Instruction as a statewide, nonpartisan, elected office, with a four-year term, to manage the Oregon Department of Education. It would have required the superintendent to have at least five years of experience as a teacher or administrator in a public elementary or secondary school, and directed an election to be held at least two years after the governor notifies the legislature of the current deputy superintendent's departure or in the 2026 general election, whichever was earlier. The measure also would have replaced the current seven-member State Board of Education with an 11-member board on January 7, 2019, consisting of six nonpartisan elected members and five members appointed by the governor and confirmed by the Oregon Senate. At least three of the elected board members were required to have at least five years of experience as teachers or administrators in public elementary or secondary schools, and the governor was directed to nominate members from each congressional district and to consider appointees from a 15-person list submitted by labor organizations representing school employees. The measure also would have authorized the superintendent to seek and lobby for legislation without governor approval.

[Senate Bill 915](#)

Not Enacted

Reimbursement of Transportation Costs to Public Charter Schools

Chief Sponsors: Sens. Roblan, Linthicum; Rep. Huffman

Committees: Senate Education

Background and Current Law: The Oregon Department of Education (ODE) defines public charter schools as semi-autonomous schools of choice within a school district, operated by a group of parents, teachers and/or community members. Public charter schools are given the authority to operate under a contract or “charter” between the members of the charter school community and the local board of education (sponsor). Under Oregon law, a charter school is a separate legal entity operating under a binding agreement with a sponsor. A public charter school is subject to certain laws pertaining to public schools, is released from others, and must operate consistent with the charter agreement. During the 2015-2016 school year, 126 public charter schools operated in Oregon. Current law places responsibility for providing transportation to charter school students on the charter school itself, and allows charter schools to negotiate transportation arrangements with school districts. State law requires school districts to provide transportation for charter students in the same manner as students attending nonchartered public schools, but does not require districts to add or extend existing bus routes.

Bill Summary: Senate Bill 915 would have allowed charter schools that incur transportation costs to be reimbursed for those costs at the same rate as school districts.

[Senate Bill 1002-A](#)

Not Enacted

Private Tutoring in Public School Facilities

Sponsors: Senate Committee on Education

Committees: Senate Education, House Education

Background and Current Law: In December 2016, the Lake Oswego School District restricted private tutors from using school buildings. The West Linn-Wilsonville School District maintains a similar policy. Portland Public Schools allow community use of buildings and prohibit commercial enterprises.

Bill Summary: Senate Bill 1002-A would have required school districts to allow public school students and private tutors to use school facilities under certain circumstances. Schools were permitted to charge a fee of up to \$50 per year, and building use must have been allowed both before and after school.

[Senate Bill 1003](#)

Effective Date: January 1, 2018

Teacher Training for Dyslexia Screening

Chief Sponsors: Senate Committee on Education

Committees: Senate Education, House Education

Background and Current Law: In 2015, the Legislative Assembly passed Senate Bill 612 and House Bill 2412, which set forth a number of requirements concerning dyslexia: teacher training programs were required to include dyslexia; schools were required to ensure that existing teachers received training; and the Oregon Department of Education (ODE) was directed to plan and implement screening and to designate a dyslexia specialist. Federal regulations require school districts to identify students with disabilities. Students who struggle with reading fall under the Specific Learning Disability (SLD) category. The federal government defines dyslexia as one type of SLD.

Bill Summary: Senate Bill 1003 requires school districts, beginning in the 2018-2019 school year, to ensure that at least one teacher in kindergarten through grade five at each school has received training related to dyslexia and that every kindergartner or first grader is screened.

Oregon Laws 2017: Chapter 473

[Senate Joint Resolution 37](#)

Not Adopted

Creation of State Board of Education

Chief Sponsors: Sen. Kruse

Committees: Senate Education, Senate Rules

Background and Current Law: Senate Bill 552 (2011) named the governor as Superintendent of Public Instruction and gave the governor the authority to appoint the Deputy Superintendent of Public Instruction, who oversees the Oregon Department of Education. According to the Council of Chief State School Officers, 17 states' chief state school officers (CSSO) are appointed by governors, 20 states' CSSOs are appointed by state boards of education, and 13 states elect their CSSOs.

Bill Summary: Senate Joint Resolution 37 would have amended the Oregon Constitution to assign responsibility for establishing policies for the administration and operation of public elementary and secondary schools, community colleges, and public universities to the State Board of Education (SBE). The measure would have reallocated seats on the SBE, required the SBE to appoint the Superintendent of Public Instruction, and prohibited the SBE from establishing policies relating to community colleges and public universities until July 1, 2020.

[House Bill 2013](#)

Effective Date: June 14, 2017

Preschool Promise Lead Teacher Requirements

Chief Sponsors: Rep. Kotek

Committees: House Early Childhood and Family Supports, Senate Education

Background and Current Law: Preschool Promise provides publicly funded, high quality preschool for low-income families. Presently, lead teachers in the Preschool Promise program must hold a bachelor's degree in early childhood education (or a related field) or provide a plan to obtain a bachelor's degree.

Bill Summary: House Bill 2013 eliminates the bachelor's degree requirement for lead Preschool Promise teachers and creates new eligibility criteria around training, certificates, and degrees. The bill requires the Early Learning Council (ELC) to develop lead preschool teacher target salary guidelines and determine strategies to increase the mean salary of preschool staff. The ELC must conduct an evaluation on accessibility and quality and assess how compensation contributes to workforce retention. Finally, the legislation requires technical assistance to programs to address salary disparities in preschools.

Oregon Laws 2017: Chapter 280

[House Bill 2038](#)

Effective Date: August 2, 2017

Farm-to-School

Chief Sponsors: Reps. Clem, Brock Smith

Committees: House Agriculture and Natural Resources, Joint Ways and Means

Background and Current Law: House Bill 2800 (2011) created the Farm-to-School program in Oregon, which awards grants to school districts and partner organizations to purchase Oregon food products or provide food-based, agriculture-based, or garden-based educational activities.

Bill Summary: House Bill 2038 appropriates funds to continue the Farm-to-School program and specifies the amount of funding to be used for noncompetitive grants for purchasing Oregon food products; competitive grants to provide food-, agriculture-, or garden-based educational activities; and costs to administer the grant programs. The measure specifies that proceeds from noncompetitive grants for school districts to purchase food produced or processed in Oregon may not be used to supplant products that are currently being purchased without assistance, and it expands the list of organizations that may apply for competitive grants.

Oregon Laws 2017: Chapter 609

High School Graduation Rates

Chief Sponsors: Rep. Johnson

Committees: House Higher Education and Workforce Development, Senate Education, Conference Committee on HB 2147

Background and Current Law: Currently, student-specific data on postsecondary enrollment and graduation rates exists, but school districts typically do not have access to the information. The National Student Clearinghouse (NSC) is a national independent entity that maintains electronic student record data, partnering with postsecondary institutions and state agencies that volunteer to collect and provide data about student enrollment and performance. Oregon's postsecondary institutions provide NSC with student enrollment and graduation data, and NSC provides the Oregon Department of Education (ODE) with postsecondary information to assist the agency in tracking high school students following graduation.

Bill Summary: House Bill 2147 requires higher education institutions to provide to the Higher Education Coordinating Commission (HECC) annually: the number of Oregon high school graduates from each school district enrolled at the institution, and the graduation rate at that institution for Oregon high school graduates from each school district. The bill requires the HECC to submit that information to ODE, and requires ODE to provide the information to school districts.

Oregon Laws 2017: Chapter 415

Utilization of Ballot Measure 98 Funds by School Districts

At the request of: Governor Brown for Chief Education Office

Committees: House Higher Education and Workforce Development, House Education, Joint Ways and Means

Background and Current Law: Oregon voters approved Ballot Measure 98 in 2016, codified as the “High School Graduation and College and Career Readiness Act of 2016.” The measure requires the Legislative Assembly to provide at least \$800 per high school student, adjusted annually for inflation, to the Oregon Department of Education. The Oregon Department of Education is required to distribute those funds to approved school districts to establish or expand high school programs providing: (1) career and technical education; (2) college-level courses; and (3) dropout-prevention strategies. In the spring of 2017, the Speaker of the House of Representatives convened a work group on implementing Ballot Measure 98.

Bill Summary: House Bill 2246 amends Ballot Measure 98 and establishes criteria for school districts based on the amount of Measure 98 funding they received. School districts that receive less than \$100,000 for the school year are to use funds in one of the three areas designated by Measure 98. For school districts that receive between \$100,000 and \$350,000, they must use a portion of funds to support career and technical education as well as one of the remaining two areas. For school districts that receive over \$350,000 per year, they must use funds to support all three areas. School districts that receive an increase in funds for the second year of a biennium are not required to fund additional areas that same biennium. The bill allows school districts to use up to 15 percent of Ballot Measure 98 funds for programs or opportunities serving students in eighth grade. The bill specifies the eligibility requirements for school districts to receive funding, including key components of biennial plans each school district must submit, and requires school districts to describe four-year plans. The bill also modifies the definition of chronic absenteeism and expands the entities able to receive funding to include the Oregon School for the Deaf and programs under the Youth Corrections Detention Program and Juvenile Detention Education Program.

Oregon Laws 2017: Chapter 615

[House Bill 2261](#)

Not Enacted

Statewide Coordination of LGBTQ Youth

At the request of: Governor Brown for Department of Education

Committees: House Education, Joint Ways and Means

Background and Current Law: The Centers for Disease Control and Prevention reports that lesbian, gay, bisexual, transgender, queer (LGBTQ) and questioning youth are at an increased risk of violence among peers, including behaviors such as bullying and harassment. The 2015 Oregon Healthy Teens survey found that, in 30 days, an average of 44 percent of lesbians and gays reported being bullied.

Bill Summary: House Bill 2261 would have expanded the responsibilities of the Oregon Youth Development Council to include coordination of statewide services to youth identifying as LGBTQ or questioning.

[House Bill 2382-A](#)

Not Enacted

Oregon FFA Association Program Coordination

Chief Sponsors: Rep. Barreto

Committees: House Education, Joint Ways and Means

Background and Current Law: Prior to 2011, Oregon provided funding for the Oregon FFA Association (formerly the Oregon Future Farmers of America Association) through the Oregon Department of Education. The Oregon FFA Association has since become privately funded, relying on volunteers and donations for revenue.

Bill Summary: House Bill 2382-A would have directed the Oregon Department of Education to coordinate with the Oregon FFA Association to increase student achievement and improve attendance for those enrolled in agricultural courses or programs. The bill would have required an appropriation of \$1.8 million out of the General Fund for the Oregon FFA Association to provide financial support for program developments. The bill would have established a grant program to allow school districts to manage agricultural and science educational programs during the summer months.

State School Fund Moneys for Talented and Gifted Students

Chief Sponsors: Rep. Parrish

Committees: House Education

Background and Current Law: The Oregon Department of Education (ODE) can identify a child as Talented and Gifted (TAG) from kindergarten through grade 12. School districts have different TAG leaders available to work with students and develop their educational plans.

Bill Summary: House Bill 2419 would have required ODE to transfer \$2.5 million from the State School Fund to the Small School District Supplemental Fund in the 2017-2018 school year. The measure would have required ODE, beginning in the 2017-2018 school year, to distribute from the State School Fund \$300 per student, if the school district identified fewer than 75 TAG students, and \$250 per student if the school district identified 75 TAG students or more. The measure would have allowed the State Board of Education to adopt standards that school districts must implement supporting TAG students beginning with the 2017-2018 school year. Starting July 1, 2021, the bill would have required ODE to distribute from the State School Fund \$500 per student for each student identified as TAG.

Professional Development and Licensure of Counselors

Chief Sponsors: Rep. Reardon

Committees: House Education, Joint Ways and Means (for HB 2528-A and HB 2536-A)

Background and Current Law: The American School Counselor Association recommends that for every 250 students in school there is one counselor present. Data from the association indicates that during the 2013-2014 academic year, Oregon had one counselor for every 604 students present. Professional development opportunities for school counselors vary by district. Online coursework and networking provide professional development opportunities in addition to out-of-state or in-state functions, which may benefit school counselors wishing to enhance their network and skills.

Bill Summary: HB 2528-A would have appropriated \$240,000 from the General Fund to the Oregon Department of Education for training and professional development on the Comprehensive Guidance and Counseling Framework adopted by the Oregon Department of Education.

House Bill 2529 would have required that applicants submitting for a preliminary administrative license from the Teachers Standard and Practices Commission complete coursework that provided an overview of state requirements for comprehensive school guidance and counseling programs. It required programs to describe best practices in coordinating with school counselors to address the personal, social, emotional, behavioral, and mental health issues of students.

House Bill 2530 would have required that Oregon school districts ensure students had access to guidance counselors who were licensed by the Teachers Standard and Practices Commission or qualified to be licensed school counselors through education or experience.

House Bill 2536-A would have directed the Oregon Department of Education to design and make available to all school districts professional development courses related to guidance and counseling programs for students in kindergarten through grade 12.

Funding for Job Training and Employment Services Pilot Program

Chief Sponsors: Rep. Reardon

Committees: House Higher Education and Workforce Development, Joint Ways and Means

Background and Current Law: Worksystems, Inc. is one of Oregon's nine local workforce development boards that are charged with coordinating local activities as required by the federal Workforce Investment Opportunity Act and connecting, brokering, and promoting private sector employers' involvement in one-stop employment centers.

Bill Summary: House Bill 2531-A would have appropriated \$5,000,000 from the General Fund to the State Workforce Investment Board for Worksystems, Inc. to implement a pilot program that provided targeted sector career coaching, occupational training, and job placement for job seekers. The \$5 million appropriation was intended to train 1,000 low-income job applicants for an anticipated 6,000 new job openings at the Troutdale Reynolds Industrial Park and the Gresham Vista Industrial Park in east Multnomah County. In addition, the measure would have leveraged a 50 percent federal match through the WorkSource Oregon Supplemental Nutrition Assistance Program's (SNAP) 50/50 program to provide targeted industry sector training and employment services to SNAP recipients in areas of concentrated poverty statewide.

[House Bill 2548-A](#)

Not Enacted

Funding for Career and Technical Student Organizations

Chief Sponsors: Reps. Hack, Doherty

Committees: House Education, Joint Ways and Means

Background and Current Law: Career and technical student organizations, such as the Future Business Leaders of America and the National FFA Organization (formerly the National Future Farmers of America Organization), receive funding from the Oregon Career Technical Student Leadership Foundation. These organizations provide leadership opportunities for students at the local, state, and national levels; each is managed by its respective chapter at the school district level. The Oregon Department of Education provides funding to the Oregon Career Technical Student Leadership Foundation for administering the local chapters of these organizations, and issues charters which allow them to operate in the state of Oregon.

Bill Summary: HB 2548-A would have required the Oregon Department of Education to support career and technical student organizations in providing opportunities for students to develop leadership, academic, and career skills. The bill allowed career and technical student organizations to be managed by their respective association leadership bodies in coordination with the Oregon Department of Education. The measure would have amended Ballot Measure 98 (2016) to allow the High School Graduation and College and Career Readiness Fund to distribute money to career and technical student organizations.

[House Bill 2582-A](#)

Not Enacted

University Research Fighting Fund

Chief Sponsors: Reps. Rayfield, Olson

Committees: House Higher Education and Workforce Development, Joint Ways and Means

Background and Current Law: The federal government issues tens of billions of dollars of research grant opportunities to universities each fiscal year, which often require matching funds from private industry, states, or other non-federal sources. Typically, the most competitive grant applicants are able to demonstrate a commitment of matching funds. Currently, Oregon researchers pursue state matching funds through the biennial state budget process. Oregon universities report that the budgeting process is often too lengthy to support timely, competitive grant applications.

Bill Summary: House Bill 2582-A would have established the University Research Fighting Fund to provide state moneys to public universities when they sought federal research grants. Institutions were required to apply to the Higher Education Coordinating Commission (HECC) for fund moneys and to notify the governor of the application. The HECC was required to develop a process for application review and award decision-making. The legislature was required to consider HECC and Legislative Fiscal Office reports during even-numbered-year regular sessions and to determine whether to transfer the necessary amount to ensure a fund balance equal to \$20 million.

[House Bill 2587](#)

Not Enacted

Changes to Oregon’s “40-40-20” Educational Goals

Chief Sponsors: Rep. Evans

Committees: House Education

Background and Current Law: Senate Bill 253 (2011) requires Oregonians to attain a set of educational levels by the year 2025, commonly known as “40-40-20.” The state goal is that: 40 percent of adults will have an associate degree as their highest degree attained, 40 percent of adults will have a bachelor’s degree or higher as their highest degree attained, 20 percent of adults will have a high school diploma or equivalent as their highest degree attained, and all adults will have a high school diploma or equivalent.

Bill Summary: HB 2587 would have modified the current requirement that the public-school system have “increased learning time” to “sufficient learning time,” taking effect after the State Board of Education reviewed common curriculum goals and performance indicators. The bill would have changed the expectation that “at least 40 percent of adult Oregonians have earned” a bachelor’s degree or higher and “at least 40 percent of adult Oregonians have earned” an associate degree to “all Oregon high school graduates are given the opportunity to attain” a bachelor’s degree or higher or an associate degree. House Bill 2587 would have removed the requirement that the remaining 20 percent or less of all Oregonians earn a high school diploma, extended or modified diploma, or equivalent.

[House Bill 2649](#)

Not Enacted

Harassment, Intimidation, and Bullying in School Districts

Chief Sponsors: Reps. Doherty, Power

Committees: House Education, Joint Ways and Means

Background and Current Law: The Oregon Department of Education (ODE) currently does not have a system tracking acts of harassment at school districts that documents the characteristics of the people being harassed. The State Board of Education does not have rules relating to complaints alleging that a school district policy was violated, nor do they track the type of complaints that occur.

Bill Summary: House Bill 2649 would have required the State Board of Education to create a process for students or the public to submit a complaint to ODE contending a school district policy did not comply with or was in violation of a state law that prohibits harassment. The measure would have required the State Board of Education to: adopt rules to determine whether school districts comply with requirements; adopt a process for ODE to review and investigate complaints; adopt requirements that the complainant notify the school where the reported act of harassment, intimidation or bullying occurred; and allow the district an opportunity to respond to a complaint. The measure also would have required ODE to establish a system to track the number of reports and types of harassment, intimidation, and bullying; the race, color, religion, sex, sexual orientation, national origin, and disability of the person who was harassed as well as the number of disciplinary actions.

[House Bill 2651](#)

Not Enacted

School Class Size in Collective Bargaining

Chief Sponsors: Rep. Doherty

Committees: House Education

Background and Current Law: Although Oregon law permits class size to be included as a part of mandatory collective bargaining, it is not required, due to a ruling by the Oregon Supreme Court in *Tualatin Valley Bargaining Council v. Tigard School District*, 106 Or. App. 381 (1991). In 1992, the Oregon Supreme Court ruled that the decision-making used by the Employment Relations Board was appropriate and class size was not a mandatory subject of collective bargaining.

Bill Summary: House Bill 2651 would have required school class size as a mandatory collective bargaining subject for school districts.

[House Bill 2657-A](#)

Not Enacted

Youth Reengagement Task Force

Chief Sponsors: Rep. Doherty

Committees: House Education, Joint Ways and Means

Background and Current Law: The Oregon Youth Development Council (YDC) was created to oversee a unified system providing services to school-aged children through 24 years of age. The goal is to help youth who face barriers to education and workforce development. Cities like Boston and Chicago have reengagement programs meant to reengage students who have dropped out of school.

Bill Summary: House Bill 2657-A would have required the YDC to develop a statewide plan to provide out-of-school youth with opportunities to become reengaged and to succeed in education or the workforce. The bill would have created a task force charged with consulting experts throughout the state to compile information for providing out-of-school youth opportunities, evaluate state policies and procedures for out-of-school youth to reengage, and analyze reengagement systems throughout the country to identify successful systems.

[House Bill 2658-A](#)**Not Enacted****School Social Workers Pilot Program****Chief Sponsors:** Reps. Piluso, Doherty**Committees:** House Education, Joint Ways and Means

Background and Current Law: School districts, such as the Beaverton School District, Portland Public Schools, and Reynolds School District, employ social workers. Others, such as the Tigard-Tualatin School District and Hillsboro School District, employ coordinator care workers who can perform several duties within a district. There are approximately 36 school social workers licensed by the Teachers Standards and Practices Commission, which are separate from licensed social workers.

Bill Summary: House Bill 2658-A would have required the Oregon Department of Education to establish a pilot program to distribute funding from Measure 98 (2016) to school districts to hire school social workers, increase the working hours of existing school social workers, and enable existing personnel to earn school social worker licensure. The bill would have required school districts participating in the pilot program to: annually submit information relating to student attendance rates; report incidences of harassment, intimidation, bullying, or cyberbullying; and document how the increase in school social workers affected any other elements of the school system.

[House Bill 2666](#)**Effective Date: January 1, 2018****Community College Mandatory Student-Initiated Fees****Chief Sponsors:** Rep. Nosse**Committees:** House Higher Education and Workforce Development, Senate Education

Background and Current Law: Student-initiated fees are mandatory, nonacademic fees paid by all students taking on-campus courses at Oregon postsecondary institutions. Rates vary by institution and are assessed quarterly to each student. These fees typically fund student programs such as educational and cultural activities, recreational sports, student involvement, student union operations, and student government. In 2013, the Oregon Legislative Assembly passed House Bill 3120, which established a process for public university boards to collect mandatory incidental fees upon request of the recognized student government.

Bill Summary: House Bill 2666 requires community college boards to collect mandatory student-initiated fees upon the request of the recognized student government. The bill allows student governments to establish collection processes in consultation with boards, and authorizes student governments to allocate the fees. The bill clarifies that a board may require a campus referendum in which the student body votes on whether to approve the fee. The community college president can refuse a mandatory student-initiated fee request under certain conditions, and student governments may appeal the decision to the community college board.

Oregon Laws 2017: Chapter 267

[House Bill 2688-A](#)

Not Enacted

Quality Education Model Modernization Task Force

Chief Sponsors: Rep. Evans

Committees: House Education, Joint Ways and Means

Background and Current Law: Ballot Measure 5 (1990), Ballot Measure 47 (1996), and Ballot Measure 50 (1997) shifted the responsibility of funding public schools from local communities to the state of Oregon. In 1997, the Speaker of the House of Representatives appointed a committee to determine the cost of a quality education. The committee worked to create a reliable tool to correlate funding with student performance in kindergarten through grade 12, which became known as the Quality Education Model (QEM). The Quality Education Commission was appointed in the fall of 1999 to phase in the QEM.

Bill Summary: House Bill 2688-A would have established the Oregon Quality Education Model Modernization Task Force. The task force was directed to evaluate the comprehensiveness of the QEM to ensure the model considers student needs in relation to staffing, transportation, technology access, and other supports. The task force was also directed to evaluate the biennial process for updating the QEM to reflect best practices on staffing optimization, sufficient technology access, student transportation needs, adequate resources for students in summer months (including credit recovery), and workforce preparation programs, as well as recommending changes to the model itself.

[House Bill 2690](#)

Not Enacted

Loans to Bridge Gaps in Educational Assistance

Chief Sponsors: Rep. Evans

Committees: House Veterans and Emergency Preparedness, Joint Ways and Means

Background and Current Law: There are a variety of federal and state programs that assist veterans with educational goals, including the Montgomery GI Bill and the Post-9/11 GI Bill, but gaps can sometimes occur when receipt of benefits is delayed.

Bill Summary: House Bill 2690 would have established the Oregon Educational and Workforce Development Bridge Loan Program in the Oregon Department of Veterans' Affairs to provide forgivable loans to eligible veterans of up to \$5,000 each in any five-year period to cover gaps in other financial assistance.

[House Bill 2693-A](#)

Not Enacted

Public School Transportation Costs

Chief Sponsors: Reps. McKeown, Lively

Committees: House Education, Joint Ways and Means

Background and Current Law: School districts are reimbursed for their student transportation costs at 70, 80, or 90 percent depending on what they spend. The school district with the highest cost per student is set at 100 percent. Districts within the 90th to 100th percentile receive reimbursement for 90 percent of their costs. Districts within the 90th to 80th percentile receive reimbursement for 80 percent of their costs. All other school districts receive reimbursement at 70 percent. Gas, vehicle maintenance, and driver time contribute to student transportation costs, leading to higher costs for school districts with students located farther away. Currently, the Oregon Department of Education (ODE) does not provide grants for school districts where student transportation costs are associated with alternate modes, such as public transportation.

Bill Summary: House Bill 2693-A would have required ODE to award grants to school districts for up to 50 percent of student transportation costs and costs associated with alternate modes of transportation including public transit for grades nine through 12. The grant amount calculation for the school districts was equal to the school district’s weighted Average Daily Membership.

[House Bill 2701](#)

Effective Date: July 1, 2018

Sanctions for Career Schools

Chief Sponsors: Reps. Doherty, Kennemer

Committees: House Higher Education and Workforce Development, Senate Education

Background and Current Law: The Higher Education Coordinating Commission (HECC) is responsible for licensing private career schools and agents in Oregon. It investigates all written complaints and may place a licensee on probation, or suspend, or revoke a license. Notice of deficiencies and actions taken against a license must be provided to the licensee, along with an opportunity to correct within a specified time frame. Only one private career school has been placed on probation by the HECC and no schools have had their licenses suspended or revoked.

Bill Summary: House Bill 2701 removes probationary status and provides for “notice for corrective action” instead. The HECC is required to inform career schools when they are the subject of an investigation and to engage with them as well as the complainant during the investigation. The bill specifies that a license suspension or revocation may only take effect after a hearing officer makes the necessary determination.

Oregon Laws 2017: Chapter 422

[House Bill 2720-B](#)

Not Enacted

Virtual Public Charter School Study**Chief Sponsors:** Rep. McLain**Committees:** House Education, Joint Ways and Means

Background and Current Law: In 2016, an informal work group of lawmakers and virtual charter school practitioners met to discuss virtual charter schools in Oregon. The work group discussed potential legislation to examine factors such as access to resources, relationships between host districts and virtual public schools, and populations served by each school, while identifying promising online learning practices and national trends.

Bill Summary: House Bill 2720-B would have required the Oregon Department of Education (ODE) to conduct a study on virtual public charter schools. It required the study to examine the state, federal, and other resources available to virtual public charter schools; differences in resources; the financial and working relationship between the school sponsor and each virtual public charter school; and additional factors relating to the makeup of such schools. The study required that ODE examine the student demographics of each school and the average number of credits that students are deficient when entering school. Beginning July 1, 2018, the measure would have appropriated \$80,000 to ODE for the purpose of conducting the study.

[House Bill 2729](#)

Effective Date: August 15, 2017

Open Educational Resources**Chief Sponsors:** Reps. Whisnant, Reardon, Johnson**Committees:** House Higher Education and Workforce Development, Joint Ways and Means

Background and Current Law: Open educational resources (OER) are freely accessible teaching, learning, and research resources such as textbooks, videos, and images that can be legally adapted and redistributed for students' use at low or no cost. In 2015, the Oregon Legislative Assembly passed House Bill 2871, which provided \$700,000 to hire an OER specialist and establish a one-time grant program within the Higher Education Coordinating Commission (HECC). The law directed the HECC to collaborate with public postsecondary institutions to identify OERs for 15 courses that were high enrollment, general education disciplines, and capable of being transferred among public postsecondary institutions.

Bill Summary: House Bill 2729 directs the HECC to collaborate with public universities and community colleges to increase the number of OERs used in postsecondary courses and to enhance their use and effectiveness. The bill directs the HECC to analyze and evaluate the effectiveness of OERs that have been adopted in Oregon, and appropriates \$1 million from the General Fund to the HECC for the purposes of hiring an OER specialist and carrying out Oregon's OER program. The HECC is required to report on the effectiveness of Oregon's OER program to the legislature during odd-numbered years.

Oregon Laws 2017: Chapter 708

[House Bill 2763](#)

Effective Date: January 1, 2018

National Teacher Certification Funding

Chief Sponsors: Reps. Whisnant, Smith Warner, Hack; Sens. Knopp, Dembrow

Committees: House Education, Joint Ways and Means

Background and Current Law: In the 2015-2016 school year, 215 school districts reported that the average starting salary for Oregon teachers was \$35,252. It was reported that the starting salary may be insufficient to pay expenses such as teacher licensing fees and board certification and may also be expensive for teachers and school districts.

Bill Summary: House Bill 2763 allows the National Board Certification Fund to include moneys appropriated by the Legislative Assembly and federal money designated for the professional development of teachers. It specifies that money in the fund is to be used to encourage 150 public school teachers to obtain certification each biennium. The bill allows the Teacher Standards and Practices Commission (TSPC) to renew any educator license without charge if the person is certified by the national professional organization for teaching standards. Starting July 1, 2017, \$1.7 million is appropriated from the General Fund for deposit in the National Board Certification Fund, and starting July 1, 2018, TSPC may retain up to 10 percent of the National Board Certification Fund each biennium for its administration. The bill requires TSPC to report to the legislature regarding teacher certification no later than April 1, 2020.

Oregon Laws 2017: Chapter 662

[House Bill 2782](#)

Not Enacted

Oregon State University-Cascades Expansion

Chief Sponsors: Reps. Rayfield, Buehler, Whisnant; Sens. Knopp, Gelser

Committees: House Higher Education and Workforce Development, Joint Ways and Means

Background and Current Law: Oregon State University-Cascades (OSU-Cascades) in Bend was established in September 2001 through a partnership with Central Oregon Community College. The school officially opened its own 10-acre, 4-year campus in fall 2016, which consists of one academic building and a residence hall and dining center complex. OSU-Cascades is Oregon's fastest growing public university campus, and is located in the fastest growing economic region in the state. Oregon State University reports that the current academic and student support facilities on the 10-acre campus will be at capacity by 2021.

Bill Summary: House Bill 2782 would have authorized the State Treasurer to issue bonds to pay for site reclamation and restoration, campus infrastructure construction and renovation, Academic Building 2 construction, Student Success Center construction, and Graduate and Research Center renovation projects on the OSU-Cascades campus. Instead, Senate Bill 5505 (2017) issues \$9,145,000 in general obligation bonds for "Cascades Expansion Site Reclamation."

[House Bill 2845](#)

Effective Date: June 29, 2017

Ethnic and Social Minorities Advisory Group

Chief Sponsors: Reps. Doherty, Hernandez, Parrish; Sen. Frederick

Committees: House Education, Joint Ways and Means

Background and Current Law: Academic content standards, including social studies, are reviewed by the State Board of Education every seven years. Once the standards are reviewed and adopted, school districts are required to implement them.

Bill Summary: House Bill 2845 establishes an advisory group to identify current statewide social studies standards that fail to recognize the histories, contributions, and perspectives of ethnic and social minorities. It requires the advisory group to develop ethnic studies standards to propose to the State Board of Education for adoption into existing statewide social studies standards and to focus on increasing the cultural competency of public school students as to ethnic and social minorities. The bill also requires the Oregon Department of Education to adopt ethnic studies standards into existing statewide social studies standards for public school students in kindergarten through grade 12 by September 15, 2020. Beginning July 1, 2017, the bill appropriates \$43,149 out of the General Fund for the operation of the advisory group. The bill sunsets the advisory group on January 2, 2022.

Oregon Laws 2017: Chapter 501

[House Bill 2862](#)

Not Enacted

Nursing Faculty Loan Repayment Program

Chief Sponsors: Reps. Malstrom, Hernandez

Committees: House Higher Education and Workforce Development, Joint Ways and Means

Background and Current Law: The Oregon Center for Nursing reports that up to 50 percent of nurse educators are expected to retire by 2025, that 37 percent of qualified nursing program applicants are currently excluded from undergraduate programs, and that Oregon will experience a shortage of approximately 6,000 nurses in all settings by 2025. The shortages in the nursing profession can be attributed, in part, to the difficulty recruiting and retaining nurse faculty due to the high cost of graduate nursing education and the low salaries of nurse educators when compared to nurses working in other settings. In 2009, the legislature created the Nursing Faculty Loan Repayment Program to help address nursing faculty shortages by providing loan repayments to nurse educators with graduate degrees, incentivizing them to remain in their roles as educators.

Bill Summary: House Bill 2862 would have appropriated \$350,000 from the General Fund to the Higher Education Coordinating Commission for the Nursing Faculty Loan Repayment Program.

[House Bill 2864](#)

Effective Date: January 1, 2018

Cultural Competence at Postsecondary Education Institutions

Chief Sponsors: Reps. Alonso Leon, Gorsek

Committees: House Higher Education and Workforce Development, Senate Education

Background and Current Law: Many of Oregon’s public universities and community colleges are currently engaged in cultural competency efforts. In 2015, House Bill 3308 was passed to help address student concerns regarding the occurrence and impact of microaggressions, racial slurs, and inappropriate stereotypes at Oregon’s public higher education institutions. The legislation directed the Higher Education Coordinating Commission to convene a work group to develop recommendations on these issues. House Bill 2864 codifies the work group’s key recommendation to establish a process for developing cultural competency standards at each institution.

Bill Summary: House Bill 2864 defines “cultural competency” and directs public universities and community colleges to establish a process for recommending, and providing oversight for the implementation of, competency standards for the institution and its employees. The bill specifies process requirements. Each public institution of higher education is required to establish a committee, or other entity or process no later than December 31, 2019, and be in full compliance with process requirements no later than December 31, 2020.

Oregon Laws 2017: Chapter 397

[House Bill 2867](#)

Not Enacted

Dual Credit Quarter Hour Credential Requirements

Chief Sponsors: Rep. Evans

Committees: House Education

Background and Current Law: The Oregon Teacher Standards and Practices Commission licenses individuals to teach in Oregon, but does not credential teachers for practicing dual credit. “Dual credit” refers to high school students who earn credits simultaneously in high school and college by enrolling in college-level courses. The Higher Education Coordinating Commission adopted accelerated learning standards relating to dual credit, proposed sponsored dual credit, and assessment-based learning credit in June 2016.

Bill Summary: House Bill 2867 would have required school districts to ensure that individuals teaching in dual credit programs complete a minimum of 27 quarter hours of graduate level course work relevant to the course being taught. These requirements applied to teachers in school districts and public charter schools, and students taught by a parent or legal guardian. The requirements did not apply to career and technical education.

[House Bill 2887-A](#)

Not Enacted

Job Tax Credit

At the request of: House Committee on Veterans and Emergency Preparedness

Committees: House Veterans and Emergency Preparedness, House Revenue

Background and Current Law: The Work Opportunity Tax Credit (WOTC) is a federal tax credit available to certain nonprofit organizations for hiring specified individuals, including veterans, who may face barriers to employment. The WOTC only applies to new employees and is a one-time credit per employer.

Bill Summary: House Bill 2887-A would have created a personal and corporate tax credit for up to three years against state income taxes for hiring qualified veterans. The credit was in the amount of \$750 to \$1,000 depending on the number of the business' employees, provided the employer paid at least \$1 more than the applicable minimum wage. The tax credit would have increased \$100 annually.

[House Bill 2998](#)

Effective Date: August 8, 2017

Community College Credit Transfer

Chief Sponsors: House Committee on Higher Education and Workforce Development

Committees: House Higher Education and Workforce Development, Joint Ways and Means

Background and Current Law: Oregon transfer students often find that transfer degrees and articulated agreements may meet admission standards of receiving postsecondary schools, but that general education and major course of study credit transfers are accepted on a course-by-course, institution-by-institution basis. Following a transfer, students often experience credit loss and need to complete additional coursework to graduate.

Bill Summary: House Bill 2998 requires the Higher Education Coordinating Commission (HECC) to regularly convene community college and public university representatives to facilitate the establishment of foundational curricula, determine major courses of study for which unified statewide transfer agreements will be established, and develop those agreements. The bill requires Oregon's postsecondary institutions to establish foundational curricula for first-year coursework and develop a unified statewide transfer agreement for each major course of study. The bill requires the HECC to provide a report to the Legislative Assembly no later than February 1, 2018, and for postsecondary institutions to submit a joint report to the Legislative Assembly no later than June 1, 2018. The HECC is additionally required to report annually to the Legislative Assembly on whether unified statewide transfer agreements are meeting stated goals.

Oregon Laws 2017: Chapter 669

[House Bill 3029](#)

Effective Date: July 1, 2017

Attendance Laws for Children with Special Needs

Chief Sponsors: Rep. Hayden

Committees: House Education, Senate Education

Background and Current Law: Children with special needs may require additional time at home to develop school readiness concepts, including recognizing colors and shapes, knowing the alphabet, being able to count, and understanding object size. School officials determine school readiness by administering the Bracken Basic Concept Scale-III exam. After the exam, school professionals may decide that a child should remain at home for an additional year to develop those skills. Additional time at home may also allow a child more time to develop physical readiness (e.g., bladder control).

Bill Summary: House Bill 3029 exempts children from attending full-time public school for one year if a parent or legal guardian notifies the school district they will delay enrollment to meet the child’s needs for cognitive, social, or physical development. The bill allows the enrollment decision to be made by the parent or legal guardian.

Oregon Laws 2017: Chapter 379

[House Bill 3106](#)

Effective Date: January 1, 2018

Preschool Programs

Chief Sponsors: Rep. Wilson

Committees: House Early Childhood and Family Supports, Senate Education

Background and Current Law: Oregon Prekindergarten (OPK) is a free preschool program for families with incomes up to 100 percent of the federal poverty level (FPL). OPK is modeled after, and designed to follow, federal Head Start performance standards. In 2016, the federal government modified standards for hours of planned class operations and allowed Head Start grantees to phase in changes. Preschool Promise is a free, high quality preschool program for families with incomes up to 200 percent of the FPL. Preschool Promise gives families the option to choose a provider setting (e.g., elementary schools or federally funded Head Start). Early Learning Hubs are community-based organizations that help children reach kindergarten ready to succeed in school. Hubs identify underserved children and ensure that programs and services meet their needs.

Bill Summary: House Bill 3106 requires Early Learning Hubs to convene OPK programs and Preschool Promise programs to coordinate the enrollment of eligible children. The bill requires the Early Learning Council to adopt rules to implement plans for changes to the federal Head Start program and to adopt rules to provide half-day, full-day, or combined OPK programs to meet community needs.

Oregon Laws 2017: Chapter 140

[House Bill 3156](#)

Not Enacted

Day-Treatment Program Funding

Chief Sponsors: Rep. Post; Sen. Thatcher

Committees: House Education, Joint Ways and Means

Background and Current Law: In June 2015, the Willamette Education Service District (WESD) asked the Newberg School District to assume the contract for group home providers in Newberg. This required the school district to pay the cost of staff and students in the group homes, which led to an informal partnership with law enforcement agencies, city counselors, and community members to maintain these group homes. However, the total cost of maintaining the homes amounted to \$800,000 for the school district. Currently, the Oregon Department of Education (ODE) is not required to fund day-treatment programs or eligible residential day-treatment programs. Therefore, school districts that assume the responsibilities and maintenance of operating group homes are required to absorb the cost from current biennial funding.

Bill Summary: House Bill 3156 would have required ODE to be responsible for providing a student's education for the first 30 calendar days after an eligible day-treatment program or eligible residential day-treatment program began or expanded operation to a different school district. It would have required ODE to pay the school district for any costs of the treatment program imposed on the school district, and to pay school districts for costs imposed during the first year of a new program providing education to students and during the year it ceased operations.

[House Bill 3174](#)

Not Enacted

Grant Program for Construction-Related Job Assistance

Chief Sponsors: Reps. Evans, Meek

Committees: House Veterans and Emergency Preparedness, Joint Ways and Means

Background and Current Law: A variety of employment-related assistance is available to veterans. State and federal law provide preference points to veterans and disabled veterans seeking employment in the public sector. The Oregon Employment Department operates employment centers and provides Local Veteran Employment Representatives and Disabled Veteran Outreach Program Specialists to assist veterans with education and training opportunities, searching for employment, job counseling, job development, and resume assistance.

Bill Summary: House Bill 3174 would have provided additional assistance to veterans by creating a grant program administered by the Oregon Department of Veterans' Affairs that funded pilot projects targeting the employment of veterans in construction and construction materials industries.

[House Bill 3185-A](#)

Not Enacted

Family Engagement Task Force

Chief Sponsors: Reps. Alonso Leon, Hernandez

Committees: House Education, Joint Ways and Means

Background and Current Law: According to a report on the Dual Capacity Framework for Family-School Partnerships by the U.S. Department of Education, family engagement has a systemic and sustained positive effect on learning, and is increasingly a part of education reform efforts. At least 39 states have enacted laws to implement family engagement policies.

Bill Summary: House Bill 3185-A would have established the Task Force on Family Engagement in Education to study ways to increase and improve family involvement, from prekindergarten through postsecondary education, and report to the legislature by September 15, 2018.

[House Bill 3191-A](#)

Not Enacted

Summer Food Service Pilot Program

Chief Sponsors: Rep. Smith Warner; Sen. Hass

Committees: House Education, Joint Ways and Means

Background and Current Law: The Oregon Department of Education (ODE) offers a Summer Food Service Program to cover the gap between school years for children in high-poverty families that would otherwise not have access to free or reduced meals. There are also instructional programs during the summer that provide professional development opportunities for both school personnel and administrators on English language proficiency in schools with high populations of English learners.

Bill Summary: House Bill 3191-A would have required ODE to pilot a five-week summer program that offered both education and free or reduced meals to elementary school students in high-poverty, low-performing schools with significant populations of English Language Learners.

[House Bill 3208](#)

Not Enacted

Education Policy Moratorium

Chief Sponsors: Reps. Sprenger, Doherty

Committees: House Education

Background and Current Law: In recent years, a number of programmatic and structural changes have been made to public education in Oregon, including the creation of the cohort graduation rate formula, adoption of Common Core standards, the “40-40-20” initiative, creation of the Early Learning Division within the Oregon Department of Education, the STEM Investment Council and hubs, defining Oregon College and Career Readiness, implementing full day kindergarten, creating the Chief Education Office (formerly the Oregon Education Investment Board), and establishing the Higher Education Coordinating Commission.

Bill Summary: House Bill 3208 would have sought to put a two-year moratorium on any further changes to the education system. It allowed only legislation and administrative rules that are necessary to comply with federal law.

[House Bill 3263](#)

Not Enacted

Occupational Therapy for Students with Individualized Education Plans

Chief Sponsors: Rep. McLain

Committees: House Education

Background and Current Law: School and education service districts are required to complete a standard Individualized Education Plan (IEP) for each student who qualifies for such a plan, unless an alternative form is approved. Students with IEPs may have a wide range of behavioral issues, both verbal and physical, including autism, traumatic brain injury, emotional and behavioral disorders, and specific learning disabilities. In other states, occupational therapy is used to support children with IEPs, with modified curricula and therapeutic exercises that reinforce academic and functional performance.

Bill Summary: House Bill 3263 would have required the State Board of Education to adopt rules to standardize the provision of occupational therapy for students with IEPs, in consultation with the Occupational Therapy Licensing Board, and to allow occupational therapists and assistants to serve on IEP teams.

[House Bill 3267](#)

Effective Date: January 1, 2018

Exceptions to Graduation Requirements

Chief Sponsors: Reps. Bynum, Vial

Committees: House Education, Senate Education

Background and Current Law: The State Board of Education (SBE) requires high school students to complete 24 total credits in order to graduate, including three credits in mathematics and four in English. Additional courses must satisfy content standards established by the SBE to count toward graduation. School districts and public charter schools may also add requirements.

Bill Summary: House Bill 3267 requires school districts and public charter schools to waive or substitute certain requirements for foster youth, children from homeless families, runaways, children of military parents or migrant workers, and children enrolled in Youth Corrections or Juvenile Detention education programs.

Oregon Laws 2017: Chapter 433

[House Bill 3293-A](#)

Not Enacted

Interscholastic Activities for Charter School Students

Chief Sponsors: Reps. McLane, Esquivel

Committees: House Education, Senate Education

Background and Current Law: Some states allow charter school students to participate in interscholastic activities taking place within a school district. In Oklahoma, the law allows nonvirtual charter schools to sign a cooperative agreement with school districts allowing charter school students to play sports. In Washington, the law allows charter schools to be eligible for district-sponsored interscholastic activities, granting the same privileges as other public schools. Oregon law does not currently specify whether charter school students may or may not participate in interscholastic activities.

Bill Summary: House Bill 3293-A would have prohibited school districts from denying homeschooled or charter school students an opportunity to participate in interscholastic activities so long as they met certain requirements and were within attendance boundaries. Public charter schools were directed to pay the school district five percent of the per student resident average daily membership for each year the student participated in the activity.

[House Bill 3313](#)

Effective Date: January 1, 2018

Charter School Priority Admission

Chief Sponsors: Rep. Barnhart; Sens. Beyer, Johnson

Committees: House Education, Senate Education

Background and Current Law: Charter schools must comply with state and federal antidiscrimination laws. Charter schools prioritize enrollment for continuing students, students who reside in the district where the charter school is located, and students with siblings at the school. However, this does not guarantee admission. Charter schools can require a lottery to select students, and any lottery process may be weighted to serve underserved populations. When a charter school replaces a closed school that previously served the same area, it must currently seek approval from the State Board of Education to extend admission preferences to students within the attendance boundary who previously attended the school that closed; this approval must be sought year-by-year.

Bill Summary: House Bill 3313 allows public charter schools to prioritize the admission of students who reside within the service boundaries of a school that closed not more than two years before the charter school began operating.

Oregon Laws 2017: Chapter 218

[House Bill 3314](#)

Not Enacted

Oregon Bright Futures Plan

Chief Sponsors: Reps. Buehler, Power, Bynum; Sen. Roblan

Committees: House Early Childhood and Family Supports

Background and Current Law: Children’s savings accounts (CSA) aim to expand educational and economic opportunities for children through long-term asset-building. CSAs help cultivate the college-saver identity by supporting the expectation that there is a pathway to college. CSAs are associated with positive socio-emotional development scores in children, and positive pre-college educational outcomes, such as graduation from high school. One study found that among low- and moderate-income high school age children who expected to graduate from college, those with savings of \$1 to \$499 before reaching college age were four times more likely to graduate from college than a child with no savings account.

Bill Summary: House Bill 3314 would have created the Oregon Bright Futures Plan to allow the Department of Consumer and Business Services (DCBS) to open a savings account for each child born in Oregon to contribute to postsecondary education expenses. Families would have chosen among participating financial institutions or were to be assigned to a financial institution. Children, families, and partner investors could have made contributions to the CSA. The bill required DCBS to submit reports on recommendations to the Legislative Assembly in 2018 and 2019.

Apprenticeships and Associate's Degrees

Chief Sponsors: Reps. Hack, Holvey, Stark

Committees: House Higher Education and Workforce Development, Joint Ways and Means

Background and Current Law: Apprenticeship programs combine classroom-based technical education with on-the-job learning experiences in construction, industrial, and manufacturing trades. Apprenticeships can range from one to six years; the majority are four years in length. The classroom portion of an apprenticeship program is typically 144 hours per school year, equating to one or two classroom evenings per week. The Oregon Bureau of Labor and Industries reports that in 2016, 4,346 employers offered apprenticeships and 8,026 Oregonians were active apprentices. In Oregon, the Higher Education Coordinating Commission (HECC) and community college district boards both play a role in the approval of associate's degrees and oversight of curricular programming. The transfer of credits from an apprenticeship or training program to a community college is currently inconsistent throughout Oregon.

Bill Summary: House Bill 3335-A would have required the HECC to develop a plan for enabling community colleges to offer an associate's degree that is completed in coordination with credits earned in a registered apprenticeship or training program that is a minimum of four years long. The bill would have required the HECC to submit a report on the plan and proposed legislation to the legislature by December 1, 2018, and sunset on January 2, 2019.

[House Bill 3337-A](#)

Not Enacted

Limited Landscape Construction License

Chief Sponsors: Reps. Heard, Bynum, Hernandez, Witt; Sens. Boquist, Gelser, Linthicum, Manning, Jr., Riley, Thatcher

Committees: House Business and Labor, House Higher Education and Workforce Development, Senate Business and Transportation, Senate Rules

Background and Current Law: The state Landscape Contractors Board (LCB) licenses landscape contracting businesses and professionals. Landscape construction professionals must meet experience and/or education requirements and pass a competency exam or practical skills test.

Bill Summary: House Bill 3337-A would have required the LCB to issue a limited landscape construction professional license to a person who paid application and license fees. The bill limited the scope of their work to projects that did not exceed \$8,000 within any 12-month period and required such businesses to disclose the \$8,000 annual limit on contracts and business cards. Limited landscape construction professionals were prohibited from planning, installing, maintaining, or repairing a deck or arbor attached to a dwelling. The bill would have required the LCB to establish application and license fees and to ensure licenses were available within 90 days of the effective date of the bill.

[House Bill 3340](#)

Effective Date: June 20, 2017

Apprenticeship Program Materials

Chief Sponsors: Reps. Heard, Witt, Gorsek, McKeown

Committees: House Education, Senate Education

Background and Current Law: There are over 6,500 apprentices working in the state of Oregon under the Apprenticeship and Training Division at the Bureau of Labor and Industries (BOLI). Apprenticeships provide supervised on-the-job training experiences with classroom instruction. Apprenticeship opportunities are available at BOLI office locations, local schools, community colleges, and Oregon Employment Department offices. Apprenticeship positions are printed in local newspapers and advertised at community organizations.

Bill Summary: House Bill 3340 requires the Oregon Department of Education to work with BOLI to prepare information on apprenticeship opportunities for distribution to public high school students, and their parents or guardians, along with information related to higher education, beginning July 1, 2018.

Oregon Laws 2017: Chapter 405

[House Bill 3358](#)

Effective Date: June 20, 2017

English Language Learner Advisory Group

Chief Sponsors: Reps. Kotek, Whisnant

Committees: House Education, Senate Education

Background and Current Law: In October 2013, the State Board of Education approved English Language Proficiency standards. Implementation involves teams and district level leaders in 34 school districts with large populations of English language learners (ELL).

Bill Summary: House Bill 3358 creates an advisory group to examine the development and implementation of ELL programs, review resources available to school districts, and advise the Oregon Department of Education on professional development opportunities, reporting requirements, and alignment with statewide standards. The bill requires the advisory group to meet at least four times per year.

Oregon Laws 2017: Chapter 408

[House Bill 3412](#)

Effective Date: August 15, 2017

Task Force on Assessments of Children Who Are Deaf or Hard of Hearing

Chief Sponsors: Reps. Sanchez, Evans, Noble, Wilson; Sen. Hansell

Committees: House Education, Joint Ways and Means

Background and Current Law: The Oregon Deaf and Hard of Hearing Services Advisory Committee exists within the Oregon Department of Human Services. It meets up to six times per year to represent individuals who are deaf, deaf-blind, and hard of hearing. There is also a state School for the Deaf that serves children eligible for special education due to hearing impairment.

Bill Summary: House Bill 3412 establishes the Task Force on Assessments of Children Who Are Deaf or Hard of Hearing, and charges it with analyzing and recommending a framework for assessing deaf and hard-of-hearing children. The task force is required to review the use of existing and available tools for educators in creating the framework, and to determine the language and literacy competencies required of deaf and hard-of-hearing children to access kindergarten curriculum in an equitable manner. The measure requires the Oregon Department of Education to provide staffing for the task force.

Oregon Laws 2017: Chapter 722

[House Bill 3437](#)

Effective Date: October 6, 2017

Workforce and Talent Development Board

Chief Sponsors: Rep. Reardon

Committees: House Higher Education and Workforce Development, Senate Workforce, Senate Education

Background and Current Law: The Oregon Workforce Investment Board is an advisory board to the governor on workforce matters and is responsible for the implementation of the federal Workforce Innovation and Opportunity Act. The Oregon Talent Council, established in 2015, is comprised of a diverse group of industry leaders from multiple sectors and is charged with making strategic investments and advocating for high-wage jobs in key industries in Oregon.

Bill Summary: House Bill 3437 changes the name of the Oregon Workforce Investment Board to the Workforce and Talent Development Board. The bill expands board duties and requires the board to convene and engage senior executives of key industries, local workforce development boards, all state workforce and education agencies, and other partners to determine challenges and opportunities relating to talent pipeline infrastructure and development. The bill also requires the board to facilitate the creation of a state Workforce and Talent Development Plan that is updated every biennium. The bill requires the Workforce and Talent Development Board to annually submit a report about the Workforce and Talent Development Plan to the governor and Legislative Assembly.

Oregon Laws 2017: Chapter 297

[House Joint Resolution 4](#)

Not Adopted

Sufficient Funding for Public Education

Chief Sponsors: Rep. Johnson

Committees: House Education

Background and Current Law: The Oregon Constitution requires the legislature to appropriate sufficient funds to ensure public education quality goals are met and to publish a report demonstrating that the amount is sufficient. If the amount is not sufficient, the report must explain why.

Bill Summary: House Joint Resolution 4 would have referred a constitutional amendment to the voters at the next regular general election that, if approved, would have removed the legislature's ability to prepare a report in lieu of sufficient funding; sufficient funding for education would have been required outright.