
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

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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

[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.