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# EDUCATION AND WORKFORCE DEVELOPMENT

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## 2018 SUMMARY OF LEGISLATION: MEASURE SUMMARIES

The *2018 Summary of Legislation – Education and Workforce Development* summarizes selected measures related to this policy area that were considered by the 79th Oregon Legislative Assembly, including bills, memorials, and resolutions. This publication will become part of a more comprehensive *2018 Summary of Legislation* that includes all topic area summaries and committee membership lists.

This publication begins with a table highlighting measures that establish task forces or create reporting requirements. The summaries of selected measures follow in three groups—bills, memorials, and resolutions—each listed in numerical order.

Each summary provides information on the chief sponsors, committees assigned, background and current law, description of the measure, and date when the measure, if enacted, becomes effective. Each summary also includes a link to the measure on the [Oregon Legislative Information System \(OLIS\)](#), which provides a more comprehensive staff measure summary, all versions of the measure, amendments, public testimony, a complete measure history, and final vote tallies.

The *2018 Summary of Legislation* focuses on policy measures. Information on revenue measures is available on the [Legislative Revenue Office website](#). Information on the state budget and selected legislation that impacts state agencies is available on the [Legislative Fiscal Office website](#).

The Legislative Policy and Research Office will update this publication with each bill's effective date and assigned chapter in Oregon Laws 2018 when that information becomes available.

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# 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.

Bill Number	Requirement	Deadline
HB 4023	The Oregon Broadband Advisory Council must report on the proposed structure for a local broadband champion program to the interim committee on economic development. The State Chief Information Officer must present proposed rules to the Joint Committee on Information Management and Technology prior to adoption.	December 1, 2018; prior to rule adoption
HB 4043	Oregon community colleges are required to report to interim committees related to education on findings of community college benefits access study to committees related to higher education.	February 1, 2019
HB 4044	The Chief Education Office must study and report on the recruitment, retention, mentoring, and professional development of educators who serve students who may be at risk for experiencing an achievement gap.	June 30, 2019
HB 4053	The Chief Education Office is required to report on accelerated college credit programs to committees related to education, the Governor, Department of Education, Higher Education Coordinating Commission, each community college district board, and each public university governing board in Oregon.	Annually on December 1, 2018 until 2028

[Senate Bill 1520](#)

Effective Date: April 3, 2018

**Education Omnibus Bill**

**At the request of:** Senate Interim Committee on Education

**Committees:** Senate Education, Senate Finance and Revenue, House Rules

**Background and Current Law:** Senate Bill 1520 makes a series of technical changes requested by agencies and stakeholder groups.

**Bill Summary:** Senate Bill 1520 implements changes in ten areas of state law related to education. The bill does the following:

1. expands a 90-day grace period for employment from only teachers to all licensees who are licensed by Teacher Standards and Practices Commission (TSPC) and allows TSPC to adopt an expedited process for issuance of licenses;
2. removes outdated references to institutions of higher education in public charter school law;
3. consolidates reporting requirements for the Higher Education Coordinating Commission;
4. clarifies school district obligations related to half-day kindergarten;
5. provides that the Network of Quality Teaching and Learning is established within the Chief Education Office until 2019;
6. extends by two years the sunset on provisions that allow individuals who are foreign exchange students, and who are residing in Oregon in a dormitory operated by the school district, to be considered residents of the school district in which the dormitory is located;
7. extends by three years the time by which educator preparation programs must comply with national organization accreditation requirements;
8. provides that moneys in the National Board Certification Fund may be distributed only to persons who are licensed by TSPC and who are employed by a public educational program in Oregon;
9. removes the sunset on the provision that virtual public charter schools may contract with a for-profit entity to provide educational services if the employee is an administrator and meets other requirements; and
10. clarifies requirements for Oregon Department of Education mentoring grants.

**Oregon Laws 2018:** Chapter 72

[Senate Bill 1522](#)

Effective Date: March 16, 2018

**Transition Services for Recipients of Modified Diplomas**

**At the request of:** Senate Interim Committee on Education

**Committees:** Senate Education, House Education

**Background and Current Law:** Passage of Senate Bill 20 (2017) changed requirements that school districts admit students who had already earned modified diplomas for the purpose of receiving transition services.

**Bill Summary:** Senate Bill 1522 returns language in ORS 339.115 to its status prior to passage of Senate Bill 20 (2017), requiring districts to admit students who have already received modified diplomas. The measure makes modified diploma recipients in the Youth Corrections Educational Program eligible for transition services and allows modified diploma recipients to be eligible for the Expanded Options Program.

**Oregon Laws 2018:** Chapter 39

[Senate Bill 1557](#)

Effective Date: April 3, 2018

**Rights of Students Called to Active Duty for Fewer than 30 Days**

**Chief Sponsors:** Sens. Thatcher, Manning Jr, Olsen; Reps. Alonso Leon, Hernandez

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

**Background and Current Law:** Starting with House Bill 2135 in 2005, the Oregon legislature has protected higher education students ordered to active duty by the federal government for more than 30 consecutive days from adverse consequences, by providing them with choices about how to proceed with or withdraw from coursework, honoring their financial investment, and maintaining their admissions status and scholarship eligibility under certain conditions.

**Bill Summary:** Senate Bill 1557 allows students at community colleges, public universities, or Oregon Health and Science University, who are ordered to active duty for 30 days or fewer after the beginning of the 2018-2019 academic year, to complete missing assignments or exams in accordance with existing policies for excused absences, and to receive grades without completing assignments or exams at a teacher's discretion. It also prohibits assignments or exams that are completed after the student's return from adversely impacting the student's grades. The bill allows the Higher Education Coordinating Commission to adopt rules relating to scholarships and grants funded by community colleges, public universities, or by the Office of Student Access and Completion.

**Oregon Laws 2018:** Chapter 82

## Tuition and Financial Aid for Undocumented Students in Higher Education

**Chief Sponsors:** Sen. Dembrow; Reps. Hernandez, Alonso Leon; Sen. Courtney

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

**Background and Current Law:** In June 2012, then-Secretary of Homeland Security Janet Napolitano issued a memo outlining the Department of Homeland Security's prosecutorial discretion with respect to undocumented young people brought to the United States as children. Secretary Napolitano directed the department to defer immigration action against individuals who:

- came to the U.S. under the age of 16;
- had continuously resided in the United States for the past five years;
- were students, GED recipients, or honorably discharged veterans;
- did not pose a threat to national security or public safety; and
- were under the age of 30.

The department began accepting applications from these individuals to determine whether they qualified for work authorization. This program is commonly known as "Deferred Action for Childhood Arrivals" or "DACA."

In 2013, the Oregon legislature enacted House Bill 2787, extending resident tuition rates to students who had applied for the federal program and completed their high school diploma within certain time constraints. In 2015, the legislature removed those time constraints, and in 2017, extended the program to recipients of the state's modified diploma.

The DACA program was terminated in September 2017 and the department is no longer accepting applications.

**Bill Summary:** Senate Bill 1563 removes the requirement that undocumented students apply for an official federal identification document to be eligible for resident tuition at public universities. The bill allows the Oregon Health and Science University (OHSU) board to exempt undocumented students from nonresident tuition rates, and extends eligibility for scholarships and other financial aid from public universities and OHSU to undocumented students. The bill allows undocumented students to receive scholarships, grants, and other financial aid from the Higher Education Coordinating Commission.

**Oregon Laws 2018:** Chapter 122

[House Bill 4012](#)

Effective Date: June 2, 2018

### Employment of PERS Retirees as CTE Teachers

**At the request of:** House Interim Committee on Education

**Committees:** House Business and Labor, Senate Workforce

**Background and Current Law:** If a retiree receiving Public Employees Retirement System (PERS) benefits wishes to return to work, their benefit could be affected based on the plan they retired under, who their employer is, and how many hours they work: Tier One and Tier Two retirees may work for a PERS-participating employer up to 1,040 hours in a calendar year without a loss of benefits. To address a labor shortage, the Legislative Assembly passed House Bill 3058 in 2015, to allow Tier One and Tier Two retirees to work an unlimited number of hours as career and technical education teachers (CTE) without any loss of retirement benefits. The exemption expires June 30, 2018.

**Bill Summary:** House Bill 4012 extends the sunset to June 30, 2023, allowing Tier One and Tier Two PERS retirees to work as CTE teachers without a loss of retirement benefits.

**Oregon Laws 2018:** Chapter 48

[House Bill 4013-A](#)

Not Enacted

### State Board of Education Membership

**At the request of:** House Interim Committee on Education

**Committees:** House Education, Senate Education, Senate Rules

**Background and Current Law:** There are seven voting members on the State Board of Education, appointed by the Governor and confirmed by the Senate. Five represent Oregon's five congressional districts, and two represent the state at large. Senate Bill 428 (2009) added the Secretary of State and State Treasurer as nonvoting, ex-officio members. The law allows the Secretary of State and State Treasurer to either participate in or send a designee to State Board of Education meetings.

**Bill Summary:** HB 4013-A would have only allowed the Secretary of State and State Treasurer to send a person employed on a full-time basis as a designee to State Board of Education meetings.

### [House Bill 4014](#)

Effective Date: January 1, 2019

#### Tuition Waiver Requirements for Foster Youth

**At the request of:** House Interim Committee on Education

**Committees:** House Higher Education and Workforce Development, Senate Human Services

**Background and Current Law:** Under current Oregon law, foster youth are eligible to receive a waiver of tuition and fees at public universities and community colleges if they are under age 25, enrolled as an undergraduate student, have submitted the Free Application for Federal Student Aid, and have completed a minimum of 30 volunteer service hours in the previous academic year. According to the Higher Education Coordinating Commission and Department of Human Services, tracking and validation of student volunteer service hours has been inconsistent across institutions.

**Bill Summary:** House Bill 4014 removes the requirement that current or former foster children must complete volunteer service hours to qualify for a tuition waiver at public community colleges and universities.

**Oregon Laws 2018:** Chapter 12

### [House Bill 4023](#)

Effective Date: April 3, 2018

#### Rural Broadband Access and Service

**At the request of:** House Economic Development and Trade

**Committees:** House Economic Development and Trade, Joint Information Management and Technology, Joint Ways and Means

**Background and Current Law:** The Oregon Broadband Advisory Council reports every two years to the Legislative Assembly on the affordability, accessibility, and use of broadband in Oregon, as well as broadband's role in economic development. The federal Universal Service Administrative Company under the Federal Communications Commission provides funding to support broadband access for eligible K-12 schools and libraries, including up to an additional 10 percent if matched by state funds. The Office of the State Chief Information Officer may provide broadband services to state agencies and universities, but not to other public bodies.

**Bill Summary:** House Bill 4023 makes three changes related to broadband access. It directs the Oregon Broadband Advisory Council to propose ways to develop champions for local broadband infrastructure improvements. It creates the Connecting Oregon Schools Fund to match federal money received by school districts for eligible broadband projects with state dollars. Additionally, the measure allows the State Chief Information Officer to provide broadband services to additional public bodies and federally recognized Indian tribes in unserved or underserved areas under certain circumstances.

**Oregon Laws 2018:** Chapter 51



### [House Bill 4035](#)

Effective Date: April 3, 2018

#### Oregon National Guard Tuition Assistance

**Chief Sponsors:** Reps. McLane, Whisnant

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

**Background and Current Law:** The Oregon National Guard consists of the Oregon Army National Guard and Oregon Air National Guard, and is charged with supporting the Governor during unrest or natural disaster. It is also a reserve force for the United States Army and United States Air Force. Guard members receive certain educational benefits and scholarships through the federal government, based in large part on the duration of their active service. The most common federal educational benefit programs include the Post-9/11 and Montgomery GI bills. Not all guard members qualify and benefits received may not cover all education expenses. Oregon does not currently offer state tuition assistance or other educational benefits to guard members.

**Bill Summary:** House Bill 4035 requires the Higher Education Coordinating Commission to provide full resident tuition assistance at community colleges and public universities up to certain credit hour limits for qualifying members of the Oregon National Guard, and appropriates \$2,700,000 to that end.

**Oregon Laws 2018:** Chapter 53

### [House Bill 4036](#)

Effective Date: March 16, 2018

#### Interscholastic Activities for Grades K-8

**Chief Sponsors:** Rep. McLane

**Committees:** House Education, Senate Education

**Background and Current Law:** Senate Bill 208 (2017) prohibited school districts from denying homeschooled or public charter school students the opportunity to participate in interscholastic activities in a school district. Charter schools must pay school districts a fee for students to participate in an activity as well as an additional fee if a course for credit is involved. The legislation did not address the differences in interscholastic activities between grades K-8 and grades 9-12.

**Bill Summary:** House Bill 4036 modifies the definition of “interscholastic activities,” specifying that the existing definition of athletics, music, speech, and similar or related activities applies to students in any grade from kindergarten through grade 12 and adding that activities from kindergarten through grade eight offered before or after school may, but are not required to, involve interaction among other schools. It requires that a student attending a public charter school be allowed to participate in the same manner as a resident of the school district and prohibits prioritizing residents of a district. House Bill 4036 requires that activities available to non-chartered public school students be made available to charter school and homeschooled students.

**Oregon Laws 2018:** Chapter 16

[House Bill 4041-A](#)

Not Enacted

**Task Force on Workforce Development for People with Disabilities**

**At the request of:** House Interim Committee on Higher Education and Workforce Development for Rep. Whisnant

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

**Background and Current Law:** According to the Council of State Governments and the National Conference of State Legislatures, people with disabilities experience labor force participation and unemployment rates far above national and state averages. There are currently 350,586 working age individuals with disabilities living in Oregon, of whom 35.7 percent have jobs, compared to 72 percent of working age Oregonians without disabilities. Consequently, people with disabilities experience poverty and economic insecurity in substantial numbers. Oregon law declares state government a leader in providing fair and equal opportunities for employment and advancement of individuals from groups that have experienced past and present discrimination, including people with disabilities.

**Bill Summary:** House Bill 4041-A would have created the Task Force on Workforce Development for People with Disabilities, charged with developing strategies to increase competitive integrated employment of people with disabilities in state government.

[House Bill 4042-A](#)

Not Enacted

**Prosperity 1,000 Pilot Program**

**At the request of:** House Interim Committee on Higher Education and Workforce Development

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

**Background and Current Law:** Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) is a federal program that supports education, employment, and training activities for low-income and low-skilled individuals and families who are receiving SNAP food benefits. Program funds are typically used to train participants for skilled jobs that are in demand in their local labor markets. States may request additional reimbursement grants, such as SNAP 50/50, for innovative direct program expenses and wrap-around support services. The SNAP 50/50 grant requires 50 percent state, local, or philanthropic funding in order to be eligible for 50 percent federal reimbursement.

**Bill Summary:** House Bill 4042-A would have expanded skills-based SNAP E&T through the SNAP 50/50 program, by establishing the Prosperity 1,000 Pilot Program to provide career coaching, occupational training, and job placement services for 1,000 low-income job seekers who reside in areas of concentrated poverty within Multnomah and Washington counties.

[House Bill 4043](#)

Effective Date: March 16, 2018

### Community College Student Access to Benefits

**At the request of:** House Interim Committee on Higher Education and Workforce Development for Oregon Community College Association

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

**Background and Current Law:** The Oregon Community College Association reports that students who experience housing or food insecurity are less likely to complete an academic degree, certificate, or program. Many students who are eligible for public benefits are unaware that they qualify or do not know how to apply with agencies that administer assistance programs, such as the Department of Human Services, the Oregon Health Authority, and the Department of Housing and Community Services. Many students who know they are eligible report confusion and other social and cultural barriers.

**Bill Summary:** House Bill 4043 directs Oregon community colleges to study methods to help community college students learn about and apply for state or federal assistance.

**Oregon Laws 2018:** Chapter 17

[House Bill 4044](#)

Effective Date: June 2, 2018

### Study of Oregon Educators and Effective Practices

**Chief Sponsors:** Rep. Helfrich; Sen. Thomsen

**Committees:** House Education, Senate Education

**Background and Current Law:** The Chief Education Office's (CEdO) annual Oregon Educator Equity Report contains data on educator candidates in preparation programs, candidates graduating from educator preparation programs, and educators (teachers, administrators, counselors, and instructional assistants) employed in Oregon public schools. The report focuses on racial and linguistic diversity. This report is written in collaboration with the Higher Education Coordinating Commission, Teacher Standards and Practices Commission, and Oregon Department of Education.

**Bill Summary:** House Bill 4044 requires the CEdO to study the recruitment, retention, mentoring, and professional development of educators who serve students who may be at risk for experiencing an achievement gap. This includes students in preschool through grade 12 who are diverse; enrolled in schools that rank low in performance; enrolled in alternative education programs; enrolled in English language learner programs; receive early childhood special education services or special education services; or enrolled in Talented and Gifted programs. The CEdO must report on its study to the Legislative Assembly by June 30, 2019.

**Oregon Laws 2018:** Chapter 112

[House Bill 4046](#)

Effective Date: April 3, 2018

**PERS and Outside Compensation to Higher Education Employees**

**Chief Sponsors:** Reps. Whisnant, Reardon, Gomberg, Buehler; Sens. Hansell, Roblan

**Committees:** House Business and Labor, Senate Workforce

**Background and Current Law:** Oregon law allows public university and community college employees to earn income from other private or public sources, including compensation from consulting, appearances, speeches, and intellectual property. State law specifies when compensation is considered official compensation in accordance with state ethics laws.

**Bill Summary:** House Bill 4046 provides that outside compensation received by an employee of a public university, Oregon Health and Science University, or a community college is not included in the employee's salary for purposes of the Public Employees Retirement System (PERS) unless it is paid to the employee by the employing institution. The measure applies to compensation paid on or after the bill's effective date.

**Oregon Laws 2018:** Chapter 54

[House Bill 4047](#)

Effective Date: January 1, 2019

**Graduation Requirements for Youth in Corrections**

**Chief Sponsors:** Reps. Bynum, Vial

**Committees:** House Education, Senate Education

**Background and Current Law:** Education Service Districts (ESDs) and school districts are contracted by the Oregon Department of Education (ODE) to administer education programs to students in Youth Corrections Education Programs (YCEP) or programs under the Juvenile Detention Education Program (JDEP). Oregon requires a minimum of 24 credit hours to graduate from high school, and both school districts and ESDs can require more. In 2017, House Bill 3267 directed school districts and public charter schools to waive requirements above the minimum for foster children, homeless and runaway youth, children in military families, children of migrant workers, and youth in correctional or detention facilities. House Bill 3267 omitted ESDs.

**Bill Summary:** House Bill 4047 prohibits ESDs from imposing additional high school graduation requirements on youth in a YCEP or program under the JDEP. It also requires ESDs to apply credits earned in other educational programs in Oregon toward graduation.

**Oregon Laws 2018:** Chapter 18

### [House Bill 4051-A](#)

Not Enacted

#### Task Force on Rural Education

**Chief Sponsors:** Reps. Doherty, McLane, Sprenger

**Committees:** House Education, Joint Ways and Means

**Background and Current Law:** The Chalkboard Project partnered with ECONorthwest to issue a report titled: “Rural Education in Oregon: Overcoming the Challenges of Income and Distance.” The study recommended that a rural education agenda should: (1) mitigate the role household income plays in student achievement; (2) identify factors that drive higher rates of chronic absenteeism; and (3) seek to overcome the role distance plays in college accessibility.

**Bill Summary:** House Bill 4051-A would have created the Task Force on Rural Education to review data and research related to student outcomes in rural schools and assess the impact of current state policy and laws on rural schools. The task force would have recommended state policy changes to support rural schools to address chronic absenteeism, graduation rates, student mobility, serving underrepresented students, and advancing post-secondary education.

### [House Bill 4053](#)

Effective Date: April 13, 2018

#### Accelerated College Credit Programs Annual Report

**Chief Sponsors:** Reps. Reardon, Sollman

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

**Background and Current Law:** Oregon law requires each school district to provide or ensure online access to accelerated college credit programs in English, mathematics, and science for high school students. Current accelerated college credit programs in Oregon include dual credit, two-plus-two, advanced placement, and international baccalaureate programs.

**Bill Summary:** House Bill 4053 requires the Chief Education Office to prepare an annual report on accelerated college credit programs that includes data on transfer credits to post-secondary institutions. The measure also requires the Chief Education Office to collaborate with the Higher Education Coordinating Commission (HECC) and public post-secondary institutions to determine a representative sampling methodology to obtain the required information for the report. Subsequent to June 30, 2019, the HECC becomes responsible for producing the annual report.

**Oregon Laws 2018:** Chapter 113

[House Bill 4065](#)

Effective Date: April 13, 2018

## Child Care Facility Licensing

**At the request of:** House Interim Committee on Early Childhood and Family Supports

**Committees:** House Early Childhood and Family Supports, Joint Ways and Means

**Background and Current Law:** The Office of Child Care (OCC) licenses child care facilities and administers the Central Background Registry. Child care staff and individuals who may have unsupervised access to children must undergo a background check and be enrolled on the registry. In 2017, the OCC Statutory Work Group convened to strengthen and align regulation of licensed child care facilities to protect children and respond quickly to safety concerns.

**Bill Summary:** House Bill 4065 prohibits a child care provider from providing care for five years after having a certification, registration, or Central Background Registry enrollment denied for cause or revoked. It enhances OCC's enforcement power and allows the office to develop a system of progressively stronger enforcement actions. The bill authorizes OCC to issue cease and desist orders and impose conditions on a facility's license, authorizes the Attorney General and county prosecutors to seek injunctions against child care facilities, and increases maximum penalties for violations. Some provisions are operational on passage and others on September 30, 2018.

**Oregon Laws 2018:** Chapter 115

[House Bill 4066-A](#)

Not Enacted

## Early Childhood Equity Fund

**At the request of:** House Early Childhood and Family Supports

**Committees:** House Early Childhood and Family Supports, Joint Ways and Means

**Background and Current Law:** The Early Learning Council's (ELC) guiding principles include operating with cultural responsiveness in the best interests of children and their families and promoting equity in access and allocation of resources to, and cultural responsiveness for, populations furthest from opportunity. The ELC's 2015-2020 strategic plan includes tactics such as developing a contracting approach that advances equity goals; providing accountability for an equity plan; and using data to allocate resources by taking race, poverty, and disparities in service access and outcomes into consideration.

**Bill Summary:** House Bill 4066-A would have created the Early Childhood Equity Fund and appropriated \$2.5 million to the Fund to allow the Early Learning Division to make grants to culturally specific early learning, early childhood, and parent support programs. Grant recipients would have had to demonstrate a proven ability to provide outreach, support, and resources to children and families who are at risk because of a combination of two or more factors, including their race, ethnicity, English language proficiency, socioeconomic status, and geographic location.

[House Bill 4067](#)

Effective Date: July 1, 2019

## Services for Children with Developmental Delays

**At the request of:** House Interim Committee on Early Childhood and Family Supports

**Committees:** House Early Childhood and Family Supports, Senate Education

**Background and Current Law:** Currently, children from birth through the age of kindergarten eligibility can receive early intervention services because of a developmental delay (ORS 343.035 (14)). A developmental delay is a delay in cognitive, physical, communications, social, emotional, or adaptive development or a disability that can be expected to continue indefinitely and is likely to cause a substantial delay in a child's development and ability to function independently in society (ORS 343.035 (4)).

Currently, schools must provide special education services to school-age children (kindergarten through 12th grade) who have specified conditions, such as an intellectual disability or hearing, speech, language, or visual impairment.

**Bill Summary:** House Bill 4067 adds developmental delays to the list of conditions eligible for special education services for children in kindergarten through third grade.

**Oregon Laws 2018:** Chapter 25

[House Bill 4113](#)

Not Enacted

## Collective Bargaining on Class Size

**Chief Sponsors:** Reps. Clem, Doherty

**Committees:** House Business and Labor, Senate Education

**Background and Current Law:** Under the Public Employee Collective Bargaining Act, both the public employer and the labor organization are required to collectively bargain in good faith with respect to "employment relations," which are defined as including matters such as direct or indirect monetary benefits, hours, vacations, sick leave, grievance procedures, and other conditions of employment. Subjects included within "employment relations" are also called mandatory subjects of bargaining, meaning that the bargaining representative and the employer must negotiate on those subjects. Other subjects may be bargained if there is mutual agreement to discuss these permissive subjects of bargaining.

Since passage of Senate Bill 750 (1995), class size has been a permissive subject of bargaining. From 1989 until Senate Bill 750 went into effect, class size was a mandatory subject of bargaining. Prior to 1989, class size was a permissive subject of bargaining.

**Bill Summary:** House Bill 4113 would have included class size as a mandatory subject of school district collective bargaining.

### [House Bill 4130](#)

Effective Date: July 1, 2018

#### Student Transportation Grants

**Chief Sponsors:** Reps. McKeown, Lively; Sen. Roblan; Rep. Piluso

**Committees Assigned:** House Transportation Policy, Joint Ways and Means

**Background and Current Law:** Most Oregon school districts provide student transportation to and from public schools through the bus service funded by the State School Fund. Districts receive funding based on the number of students; districts with especially high per-student transportation costs receive a higher per-student rate. Buses funded by the State School Fund may transport students to and from school only; students participating in after-school programs or activities are often unable to utilize the school bus service.

**Bill Summary:** House Bill 4130 establishes a grant program under which the Oregon Department of Education awards, as grants to school districts, a percentage of student transportation costs for which the school district does not receive any funds from the State School Fund. The measure allocates \$250,000 for the current 2017-2019 biennium for the grant program. A related measure, House Bill 4059, specifies that up to one percent of revenues from the Statewide Transportation Improvement Fund may also be utilized for the grant program.

**Oregon Laws 2018:** Chapter 62

### [House Bill 4141](#)

Effective Date: April 3, 2018

#### Tuition Advisory Bodies at Public Universities

**Chief Sponsors:** Rep. Hernandez; Sen. Dembrow; Reps. Alonso Leon, Bynum, Heard; Sens. Roblan, Thatcher

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

**Background and Current Law:** Under current Oregon law, the governing boards of Oregon public universities may authorize, establish, and collect undergraduate tuition and mandatory enrollment fees with up to a five percent annual increase. For proposed increases of more than five percent, institutional governing boards are required to obtain approval from the Higher Education Coordinating Commission or the Legislative Assembly. Governing boards are required to provide for the participation of enrolled students and the recognized student government as they consider annual tuition and mandatory enrollment fee amounts.

**Bill Summary:** House Bill 4141 requires each public university to have an advisory body responsible for providing recommendations on undergraduate resident tuition and mandatory enrollment fee increases. The bill also requires that the Higher Education Coordinating Commission consider all advisory body reports and recommendations if a university submits a proposal for an increase of more than five percent.

**Oregon Laws 2018:** Chapter 65



## Designation of Oregon's Rural University

**Chief Sponsors:** Reps. Smith, G., Barreto; Sen. Hansell

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

**Background and Current Law:** Eastern Oregon University is located in a rural region of the state, and directly impacts rural communities' access to education, workforce, economy, and culture. Informally, Oregon's other public universities are known for certain student populations, curricular development, or other characteristics. However, no designations are currently incorporated into state law.

**Bill Summary:** House Bill 4153 designates Eastern Oregon University as Oregon's Rural University.

**Oregon Laws 2018:** Chapter 6

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