House Bill 2989

Sponsored by Representative LEIF

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced.

Establishes state policy that career and technical education is provided through seamless system that begins at secondary school level and progresses to post-secondary career and technical education institutions, community colleges and apprenticeship programs. Directs Department of Education, Higher Education Coordinating Commission and Teacher Standards and Practices Commission to advance policy.

Directs Department of Education, Higher Education Coordinating Commission and Teacher Standards and Practices Commission to regularly examine current system of career and technical education and to annually report to interim committees of Legislative Assembly related to education.

A BILL FOR AN ACT

Relating to state system for career and technical education; creating new provisions; and amending ORS 341.446, 344.055, 344.059, 344.062 and 350.075.

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

SECTION 1. ORS 344.055 is amended to read:

344.055. It shall be the policy on career and technical education and employment training in this state that:

(1) Accessibility to career and technical education programs should be facilitated. Individuals should have a choice of training opportunities for which they are qualified and from which they can benefit. Such opportunities should be available from school districts, community colleges, federal and state workforce training programs, private career and technical education schools, apprenticeship programs and institutions of higher education. The student should have easy access to training with the flexibility to move in and out of programs as needs indicate. Opportunities should be available for all individuals to obtain the skills and knowledge needed for initial employment as well as for occupational upgrading and job changes.

(2) State and local planning and program operations should be coordinated to provide the most efficient use of federal, state, local and private resources.

(3) A comprehensive system of education and employment training should be developed. Secondary schools should provide an educational program that balances the educational skills of reading, writing, speaking, computation and reasoning ability, occupational skills including technical knowledge, manipulative ability and other skills required to perform job tasks and employment skills such as job seeking, work attitude, work adjustment and job-coping abilities. Community colleges should provide comprehensive programs in both academic and career and technical education subjects. In addition, community colleges should provide short-term training designed for specific occupations, related training for apprenticeships and opportunities for employed persons to improve their skills. Other providers of employment training should complement this effort with programs aimed at specific job training.
(4) Full working partnerships among education, business, industry, labor, government and agriculture should be developed to meet employer needs for a skilled workforce and to promote employee job satisfaction. Such partnerships should be fostered by promoting efforts such as work site training stations, lending or donating of equipment to training programs, employee-teacher exchange programs, advisory committees and cooperative work experience programs. All segments of the community should be encouraged to assist in career and technical education.

(5) Federal, state, local and private funding resources should be combined to ensure the development and implementation of quality programs. Both the governmental and private sectors should make a commitment to career and technical education as an investment that will help bring about economic development and stability as well as high social and financial returns. Improvement of existing training programs, as opposed to development of duplicative or parallel efforts, should be utilized to promote flexibility and economy in the design and delivery of career and technical education.

(6) High quality career and technical education requires an adequate supply of well prepared teachers and support personnel. Provisions should be made for the formal preparation of teachers and for the recruitment of teachers from business and industry. Programs should be designed and implemented to ensure that teachers remain current in their areas of expertise, and instructors should be encouraged to return to business and industry to gain additional experience in their fields. To promote retention of qualified personnel, institutions preparing and licensing teachers and agencies employing teachers should allow credit for relevant career and technical education experiences.

(7) Career and technical education programs and other employment training programs should be developed, operated and evaluated jointly with representatives of the career and technical education instructional areas included in the programs. Evaluation of efforts should consider the cost effectiveness of the program both for society and the state.

(8) Each student’s academic, career and technical education and employment skills should be assessed upon entering so that proper placement in the educational program can occur. Credit should be given for prior education, work experience and community service. Assessments to determine progress, competency attainment and needed corrective action should be made on a periodic basis. Assistance in obtaining employment and follow-through services to help students succeed on the job should be provided.

(9) Provisions should be made to meet the needs of women, minorities, disadvantaged or persons with disabilities and others who have special training needs. Special curricula, facilities, equipment, counseling and instruction should be provided as necessary. The agencies and institutions serving these groups should coordinate use of the available resources to provide cost effective services.

(10) Career and technical education provides the learning experience needed to make effective career choices and to develop the attitudes, knowledge and skills that enable persons to perform successfully in the producer role and to assist them in other related life roles. It progresses through the steps of awareness and exploration of work, preparation for a broad range of occupations and specialization in a specific occupation.

(11) Career and technical education is [taught] provided through a seamless system that begins at the secondary school level, progresses in post-secondary career and technical education institutions, community colleges and apprenticeship programs and may continue through skill upgrading or retraining for a new career.

SECTION 2. ORS 344.059 is amended to read:
344.059. The Department of Education shall advance the policy on career and technical education described in ORS 344.055 by:

(1) Collaborating with the Higher Education Coordinating Commission to facilitate students’ transitions from career and technical education programs in high schools to apprenticeship programs and to career and technical education programs in post-secondary institutions of education.

[(1)] (2) Administering the distribution of grants or entering into contracts for the purpose of expanding teacher training programs related to career and technical education that can lead to high wage and high demand jobs. Grants awarded, or contracts entered into, under this subsection may be funded with moneys available under ORS 327.372 and must:

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

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

(c) Be awarded or entered into for an educator preparation program that has a plan for recruiting students to the program;

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

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

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

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

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

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

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

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

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

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

(C) With educator preparation programs and educator preparation providers about teaching opportunities related to career and technical education; [and]

(c) Ensure that teachers of career and technical education at the secondary school level provide instruction that enables students’ smooth transitions to apprenticeship programs and to career and technical education at the post-secondary school level; and

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

[(4)] (5) Developing and maintaining the website described in ORS 344.141.

SECTION 3. ORS 344.062 is amended to read:

344.062. The Teacher Standards and Practices Commission shall advance the policy on career and technical education described in ORS 344.055 by:
(1) Establishing and regularly updating the requirements for [a teacher preparation program]
educator preparation programs for prospective career and technical education teachers with
trade or industry experience. The requirements must:
(a) Identify a minimum number of required credit hours for a program; and
(b) Be established and regularly updated based on consultations with relevant trade or industry
stakeholders, the Department of Education and the Higher Education Coordinating Commission.
(2) Collaborating with the Department of Education to:
(a) Enable experts in trade or industry to become teachers of career and technical education,
which may be accomplished through a limited license or alternative requirements for licensure;
(b) Coordinate communications about career and technical education, as described in ORS
344.059 [(3)(b)] (4)(b); [and]
(c) Ensure that teachers of career and technical education at the secondary school level
provide instruction that enables students' smooth transitions to apprenticeship programs
and to career and technical education at the post-secondary school level; and
(d) Review statutes and rules for necessary changes and to review and recommend alter-
native methods to increase available funding options.

SECTION 4. ORS 341.446 is amended to read:
341.446. (1) At the beginning of each school year, the Office of Community Colleges and
Workforce Development shall make the following information available for distribution to public
school students who are in grades 11 and 12:
(a) The academic programs and services provided by community colleges, including career and
technical education programs that may be started at the secondary school level and continue
through community college;
(b) Recommendations for successful completion of community college programs; and
(c) Any other information identified by the office as being necessary to assist students in pre-
paring to succeed in community colleges.
(2) Representatives of the State Board of Education and the Higher Education Coordinating
Commission shall regularly meet for the purpose of improving coordination between public second-
ary schools and community colleges.

SECTION 5. ORS 350.075 is amended to read:
350.075. (1) As used in this section, “student access programs” means scholarship, loan, grant
and access programs described in ORS chapter 348.
(2) The Higher Education Coordinating Commission shall be guided by the legislative findings
in ORS 341.009, 350.001 and 350.005 and the goals and mission of post-secondary education set forth
in ORS 350.009 and 350.014.
(3) The Higher Education Coordinating Commission shall:
(a) Develop state goals for the state post-secondary education system, including community col-
leges and public universities listed in ORS 352.002, and for student access programs.
(b) Determine strategic investments in the state's community colleges, public universities and
student access programs necessary to achieve state post-secondary education goals.
(c) Coordinate the post-secondary elements of data collection and structure, with the advice and
recommendation of the state's independent institutions, community colleges and public universities,
as appropriate, in order to construct a state longitudinal data system.
(d) Adopt a strategic plan for achieving state post-secondary education goals, taking into con-
sideration the contributions of this state's independent institutions, philanthropic organizations and
other organizations dedicated to helping Oregonians reach state goals. State post-secondary education goals as described in this section should include, but need not be limited to:

(A) Increasing the educational attainment of the population;

(B) Increasing this state's global economic competitiveness and the quality of life of its residents;

(C) Ensuring affordable access for qualified Oregon students at each college or public university;

(D) Removing barriers to on-time completion; and

(E) Tracking progress toward meeting the state's post-secondary education goals established in the strategic plan described in this paragraph.

(e)(A) Each biennium, after receiving funding requests from the state's community colleges and public universities as authorized by law, recommend to the Governor a consolidated higher education agency request budget aligned with the strategic plan described in paragraph (d) of this subsection, including appropriations for:

(i) Student access programs;

(ii) Public universities listed in ORS 352.002, including but not limited to education and general operations, statewide public services and state-funded debt service;

(iii) Community colleges, including but not limited to education and general operations and state-funded debt service;

(iv) New facilities or programs;

(v) Capital improvements and deferred maintenance;

(vi) Special initiatives and investments; and

(vii) Any other program, duty or function a public university listed in ORS 352.002 is authorized to undertake.

(B) In the development of the consolidated higher education agency request budget:

(i) Determine the costs necessary to provide quality post-secondary education;

(ii) Solicit input from educators, education policy experts, appropriate legislative committees, students and other persons interested in the development of the funding model; and

(iii) Solicit public input regarding educational priorities.

(f) Adopt rules governing the distribution of appropriations from the Legislative Assembly to community colleges, public universities listed in ORS 352.002 and student access programs. These rules must be based on allocation formulas developed in consultation with the state's community colleges and public universities, as appropriate.

(g) Approve or disapprove any significant change to the academic program of a community college or a public university listed in ORS 352.002. In reaching a decision under this paragraph, the commission shall consider the recommendation from the community college or public university seeking to make the change to an academic program that is issued pursuant to the obligation of the governing board of a community college or public university to review and approve academic programs. The commission shall ensure that approved programs:

(A) Are consistent with the mission statement of the community college or public university;

(B) Do not unnecessarily duplicate academic programs offered by Oregon's other community colleges or public universities;

(C) Are not located in a geographic area that will cause undue hardship to Oregon's other community colleges or public universities; and

(D) Are allocated among Oregon's community colleges and public universities to maximize the achievement of statewide needs and requirements.
(h) For public universities listed in ORS 352.002:
(A) Approve the mission statement adopted by a governing board of a public university.
(B) Review and determine whether a proposed annual increase of resident undergraduate enrollment fees of greater than five percent is appropriate.
(C) Advise the Governor and the Legislative Assembly on issues of university governance.
(D) Approve and authorize degrees.
(E) Perform the evaluation and certification required by ORS 350.095.
(i) Authorize degrees to be offered by independent post-secondary institutions in this state under ORS 348.594 to 348.615.
(j) Oversee the licensing of career schools under ORS 345.010 to 345.450.
(k) Have the authority to enter into and administer interstate agreements regarding the provision of post-secondary distance education. The participation by an educational institution that is not based in this state in distance learning courses or programs that are part of an interstate agreement entered into and administered under this paragraph does not constitute operating in this state for purposes of ORS 348.594 to 348.615. The commission, by rule, may impose a fee on any educational institution that seeks to operate under or participate in such interstate agreements. The fee amount shall be established to recover designated expenses incurred by the commission in participating in such agreements.
(L) Administer a statewide longitudinal data system.
(m) In coordination with the Department of Education, the Employment Department and other state agencies, conduct statewide longitudinal studies and reporting of early learning, kindergarten through grade 12 education, higher education and workforce programs. For the purposes of this paragraph:
(A) The commission shall enter into written interagency agreements with the Department of Education, the Employment Department and any other state agencies necessary for conducting statewide longitudinal studies and reporting.
(B) The commission may share data from the statewide longitudinal data system with persons or public bodies. For purposes of this subparagraph, the commission shall adopt rules to establish procedures for requesting or sharing data and may enter into written agreements for sharing data.
(C) The commission is considered an authorized representative of state educational agencies under applicable state and federal law for purposes of accessing, compiling and storing student data for research, audit and evaluation purposes.
(4)(a) The Higher Education Coordinating Commission shall implement a process to review and appropriately act on student complaints regarding any school operating in this state. As part of the process implemented under this subsection, the commission may:
(A) Receive student complaints from students regarding a school;
(B) Specify the type of information that must be included in a student complaint;
(C) Investigate and resolve student complaints that relate to state financial aid;
(D) Refer a student complaint to another entity for investigation and resolution as provided in paragraph (b) of this subsection;
(E) Adopt rules to implement the provisions of this subsection; and
(F) Enter into agreements to implement the provisions of this subsection.
(b) The commission may refer the investigation and resolution of a student complaint to:
(A) An appropriate state agency if the complaint alleges that a school has violated a state law concerning consumer protection, civil rights, employment rights or environmental quality;
(B) A school’s accrediting association if the complaint relates to the school’s authorization to offer academic degree programs or to the quality of the school’s academic degree programs; or

(C) The school at which the student is enrolled if the commission determines that the complaint should be resolved through the school’s internal review process.

(c) As used in this subsection:

(A)(i) “School” means an independent institution of higher education that meets the requirements of ORS 348.597 (2)(a).

(ii) “School” does not mean a school that is exempt from ORS 348.594 to 348.615 under ORS 348.597 (2)(b) or (c).

(B) “Student” means a person who is enrolled at a school for the purpose of obtaining a degree, certificate or other recognized educational credential offered by that school.

(5) A student complaint that is received by the Higher Education Coordinating Commission, including but not limited to a student complaint filed under subsection (4) of this section, is not subject to disclosure under ORS 192.311 to 192.478.

(6) In addition to the duties described in subsections (2) to (4) of this section, the Higher Education Coordinating Commission shall advise the Legislative Assembly, the Governor, community colleges, public universities and other state boards and commissions on policies in order to:

(a) Ensure or improve access to higher education by diverse and underserved populations.

(b) Encourage student success and completion initiatives.

(c) Improve the coordination of the provision of educational services, including:

(A) Transfers and coenrollment throughout the higher education system;

(B) Career and technical education programs, beginning at the secondary school level and progressing through post-secondary institutions of education;

(C) Accelerated college credit programs for high school students;

(D) Applied baccalaureate and other transfer degrees;

(E) Programs and grants that span multiple institutions; and

(F) Reciprocity agreements with other states.

(d) In coordination with the State Board of Education, enhance the use and quality of dual credit, career and technical pathways and efforts to create a culture of college attendance in this state.

(e) In coordination with the State Workforce and Talent Development Board, local workforce development boards, the Oregon Health and Science University and independent institutions, ensure that the state’s colleges and universities offer programs in high-demand occupations that meet Oregon’s workforce needs.

(f) Improve economies of scale by encouraging and facilitating the use of the shared services among post-secondary institutions in this state.

(7) The Higher Education Coordinating Commission, in a manner consistent with ORS chapter 183, may adopt administrative rules.

(8) With the exception of the rulemaking authority granted in subsection (7) of this section, the Higher Education Coordinating Commission may delegate any of its powers, duties or functions to a committee of the commission or to the executive director of the commission.

(9) The Higher Education Coordinating Commission may, subject to the Public Contracting Code, enter into contracts and agreements, including grant agreements, with public and private entities for those higher education and workforce development activities that are consistent with ORS 350.001 and 350.005, with the policies set forth in ORS chapters 341 and 348 and with statutory

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policies related to career schools and public universities.

(10)(a) The Higher Education Coordinating Commission may exercise only powers, duties and functions expressly granted by the Legislative Assembly. Except as otherwise expressly provided by law, all other authorities reside at the institutional level with the respective boards of the post-secondary institutions.

(b) The commission has implied and direct authority to implement the powers, duties and functions expressly granted to the commission by the Legislative Assembly.

(c) Notwithstanding paragraph (b) of this subsection, the commission may not exercise any authority, express or implied, statutorily provided to a governing board of a public university listed in ORS 352.002 or a community college operated under ORS chapter 341.

SECTION 6. ORS 350.075, as amended by section 3, chapter 98, Oregon Laws 2017, section 20, chapter 384, Oregon Laws 2019, section 16, chapter 395, Oregon Laws 2019, and section 5, chapter 572, Oregon Laws 2019, is amended to read:

350.075. (1) As used in this section, “student access programs” means scholarship, loan, grant and access programs described in ORS chapter 348.

(2) The Higher Education Coordinating Commission shall be guided by the legislative findings in ORS 341.009, 350.001 and 350.005 and the goals and mission of post-secondary education set forth in ORS 350.009 and 350.014.

(3) The Higher Education Coordinating Commission shall:

(a) Develop state goals for the state post-secondary education system, including community colleges and public universities listed in ORS 352.002, and for student access programs.

(b) Determine strategic investments in the state’s community colleges, public universities and student access programs necessary to achieve state post-secondary education goals.

(c) Coordinate the post-secondary elements of data collection and structure, with the advice and recommendation of the state’s independent institutions, community colleges and public universities, as appropriate, in order to construct a state longitudinal data system.

(d) Adopt a strategic plan for achieving state post-secondary education goals, taking into consideration the contributions of this state’s independent institutions, philanthropic organizations and other organizations dedicated to helping Oregonians reach state goals. State post-secondary education goals as described in this section should include, but need not be limited to:

(A) Increasing the educational attainment of the population;

(B) Increasing this state’s global economic competitiveness and the quality of life of its residents;

(C) Ensuring affordable access for qualified Oregon students at each college or public university;

(D) Removing barriers to on-time completion; and

(E) Tracking progress toward meeting the state’s post-secondary education goals established in the strategic plan described in this paragraph.

(e)(A) Each biennium, after receiving funding requests from the state’s community colleges and public universities as authorized by law, recommend to the Governor a consolidated higher education agency request budget aligned with the strategic plan described in paragraph (d) of this subsection, including appropriations for:

(i) Student access programs;

(ii) Public universities listed in ORS 352.002, including but not limited to education and general operations, statewide public services and state-funded debt service;

(iii) Community colleges, including but not limited to education and general operations and
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state-funded debt service;

(iv) New facilities or programs;
(v) Capital improvements and deferred maintenance;
(vi) Special initiatives and investments; and
(vii) Any other program, duty or function a public university listed in ORS 352.002 is authorized
to undertake.

(B) In the development of the consolidated higher education agency request budget:
(i) Determine the costs necessary to provide quality post-secondary education;
(ii) Solicit input from educators, education policy experts, appropriate legislative committees,
students and other persons interested in the development of the funding model; and
(iii) Solicit public input regarding educational priorities.

(f) Adopt rules governing the distribution of appropriations from the Legislative Assembly to
community colleges, public universities listed in ORS 352.002 and student access programs. These
rules must be based on allocation formulas developed in consultation with the state's community
colleges and public universities, as appropriate.

(g) Approve or disapprove any significant change to the academic program of a community col-
lege or a public university listed in ORS 352.002. In reaching a decision under this paragraph, the
commission shall consider the recommendation from the community college or public university
seeking to make the change to an academic program that is issued pursuant to the obligation of the
governing board of a community college or public university to review and approve academic pro-
grams. The commission shall ensure that approved programs:
(A) Are consistent with the mission statement of the community college or public university;
(B) Do not unnecessarily duplicate academic programs offered by Oregon's other community
colleges or public universities;
(C) Are not located in a geographic area that will cause undue hardship to Oregon's other
community colleges or public universities; and
(D) Are allocated among Oregon's community colleges and public universities to maximize the
achievement of statewide needs and requirements.

(h) For public universities listed in ORS 352.002:
(A) Approve the mission statement adopted by a governing board of a public university.
(B) Review and determine whether a proposed annual increase of resident undergraduate en-
rollment fees of greater than five percent is appropriate.
(C) Advise the Governor and the Legislative Assembly on issues of university governance.

(D) Approve and authorize degrees.
(E) Perform the evaluation and certification required by ORS 350.095.

(i) Authorize degrees to be offered by independent post-secondary institutions in this state under
ORS 348.594 to 348.615.

(j) Oversee the licensing of career schools under ORS 345.010 to 345.450.
(k) Have the authority to enter into and administer interstate agreements regarding the pro-
vision of post-secondary distance education. The participation by an educational institution that is
not based in this state in distance learning courses or programs that are part of an interstate
agreement entered into and administered under this paragraph does not constitute operating in this
state for purposes of ORS 348.594 to 348.615. The commission, by rule, may impose a fee on any
educational institution that seeks to operate under or participate in such interstate agreements. The
fee amount shall be established to recover designated expenses incurred by the commission in par-
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ticipating in such agreements.

(L) Administer a statewide longitudinal data system.

(m) In coordination with the Department of Education, the Employment Department and other state agencies, conduct statewide longitudinal studies and reporting of early learning, kindergarten through grade 12 education, higher education and workforce programs. For the purposes of this paragraph:

(A) The commission shall enter into written interagency agreements with the Department of Education, the Employment Department and any other state agencies necessary for conducting statewide longitudinal studies and reporting.

(B) The commission may share data from the statewide longitudinal data system with persons or public bodies. For purposes of this subparagraph, the commission shall adopt rules to establish procedures for requesting or sharing data and may enter into written agreements for sharing data.

(C) The commission is considered an authorized representative of state educational agencies under applicable state and federal law for purposes of accessing, compiling and storing student data for research, audit and evaluation purposes.

(4) In addition to the duties described in subsections (2) and (3) of this section, the Higher Education Coordinating Commission shall advise the Legislative Assembly, the Governor, community colleges, public universities and other state boards and commissions on policies in order to:

(a) Ensure or improve access to higher education by diverse and underserved populations.

(b) Encourage student success and completion initiatives.

(c) Improve the coordination of the provision of educational services, including:

(A) Transfers and co-enrollment throughout the higher education system;

(B) Career and technical education programs, beginning at the secondary school level and progressing through post-secondary institutions of education;

(C) Accelerated college credit programs for high school students;

(D) Applied baccalaureate and other transfer degrees;

(E) Programs and grants that span multiple institutions; and

(F) Reciprocity agreements with other states.

(d) In coordination with the State Board of Education, enhance the use and quality of dual credit, career and technical pathways and efforts to create a culture of college attendance in this state.

(e) In coordination with the State Workforce and Talent Development Board, local workforce development boards, the Oregon Health and Science University and independent institutions, ensure that the state's colleges and universities offer programs in high-demand occupations that meet Oregon's workforce needs.

(f) Improve economies of scale by encouraging and facilitating the use of the shared services among post-secondary institutions in this state.

(5) The Higher Education Coordinating Commission, in a manner consistent with ORS chapter 183, may adopt administrative rules.

(6) With the exception of the rulemaking authority granted in subsection (5) of this section, the Higher Education Coordinating Commission may delegate any of its powers, duties or functions to a committee of the commission or to the executive director of the commission.

(7) The Higher Education Coordinating Commission may, subject to the Public Contracting Code, enter into contracts and agreements, including grant agreements, with public and private entities for those higher education and workforce development activities that are consistent with ORS
350.001 and 350.005, with the policies set forth in ORS chapters 341 and 348 and with statutory policies related to career schools and public universities.

(8)(a) The Higher Education Coordinating Commission may exercise only powers, duties and functions expressly granted by the Legislative Assembly. Except as otherwise expressly provided by law, all other authorities reside at the institutional level with the respective boards of the post-secondary institutions.

(b) The commission has implied and direct authority to implement the powers, duties and functions expressly granted to the commission by the Legislative Assembly.

(c) Notwithstanding paragraph (b) of this subsection, the commission may not exercise any authority, express or implied, statutorily provided to a governing board of a public university listed in ORS 352.002 or a community college operated under ORS chapter 341.

SECTION 7. (1) At regular intervals, the Department of Education, Higher Education Coordinating Commission and Teacher Standards and Practices Commission shall:

(a) Examine the current system of career and technical education in this state; and

(b) Identify systems, processes and best practices for implementation to ensure that career and technical education is provided through a seamless system that begins at the secondary school level and progresses in post-secondary career and technical education institutions, community colleges and apprenticeship programs.

(2) The department and commissions shall annually report to the interim committees of the Legislative Assembly related to education on the state policy that career and technical education is provided through a seamless system that begins at the secondary school level and progresses in post-secondary career and technical education institutions, community colleges and apprenticeship programs. The report may include any recommendations for legislative changes to advance the state policy.