



Update on Oregon's Newest Diploma Requirements: Course Requirements for Personal Financial Education and Higher Education & Career Path Skills

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Senate Education Committee

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Senate Bill 3: Adopt Content Standards & Diploma Requirements



Oregon Department of Education

Directs the State Board of Education to **adopt content standards for:**

- **0.5 credits of higher education and career path skills, and**
- **0.5 credits of personal financial education**

as part of the 24 credit requirements for a high school diploma.

**Districts must ensure that students who will be awarded high school diplomas on or after January 1, 2027, are able to satisfy these credit requirements.*

Senate Bill 3: Rules for Course Requirements & Teachers of Courses



The bill authorizes the State Board of Education to adopt by rule requirements for courses, including teachers of courses, that allow the courses to satisfy multiple credit requirements for a high school diploma, including mathematics.

Senate Bill 3: One-Year Waiver Request for Districts

The bill allows for the Oregon Department of Education to accept a **one year waiver request from districts if they are unable to:**

- 1) provide courses necessary for students to satisfy the credit requirements, and**
- 2) due to a lack of educators qualified to provide the courses.**

*Districts requiring a one year waiver, must ensure students can satisfy the credit requirements on or after January 1, 2027, and before January 1, 2028.



Rulemaking Process

ODE Rulemaking Process

The State Board of Education is responsible for adopting administrative rules governing K-12 public education.

ODE staff are responsible for drafting the proposed rules and managing all aspects of the the rulemaking process. ODE staff ensure that our process complies with the Oregon Administrative Procedures Act and any requirements imposed through rule by the Oregon Secretary of State.

The ODE rulemaking process consists of several important steps:

- Public Engagement
- Community Rulemaking Advisory Group
- Notice of Rulemaking to the SOS, legislators, and interested persons
- State Board of Education

Throughout the entire process, ODE staff and the State Board of Education receive and consider public comment on proposed rules.

	January	February	March	April	May	June
Public Engagement	Interagency workgroup	Public engagement sessions			Public hearing on proposed rules	
Community Rule Advisory Group			Presentation & engagement	Presentation & engagement		Presentation & engagement
Notice of Rulemaking				Notice filed with SOS, posted to website, and sent to legislators and ODE listserv		
State Board of Education				First read of proposed rules		Second read and adoption vote

Public comment is received and considered throughout the entire process

Bill Planning & Implementation



ODE conducted the following tasks:

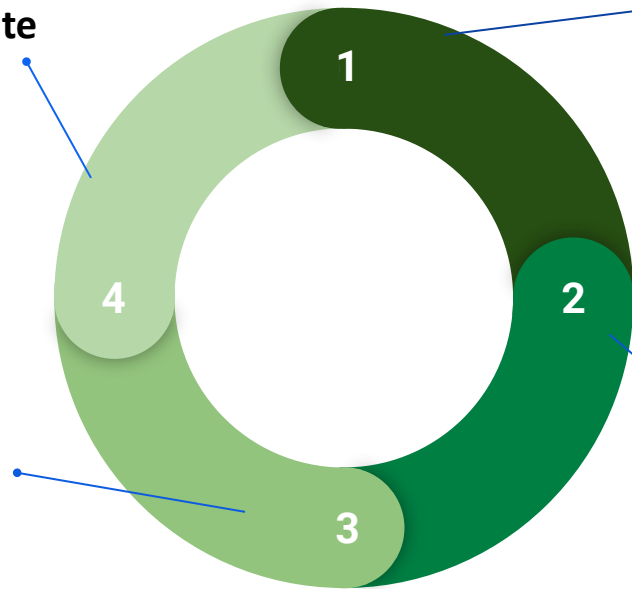
- Reviewed legislative work sessions and public hearing recordings
- Formed an SB 3 Core Team to plan for implementation
- Researched other states with Financial Literacy requirements
- Reviewed and developed a list of OARs potentially impacted by SB 3
- Recruited for a cross-agency workgroup

Interagency Rules Workgroup

Identified rules to revise/create

- Five OARs revised and one new OAR proposed for Board approval
- One OAR will be pursued by TSPC

Reviewed over 20 Administrative Rules
across all three agencies



Collaborated with the **Higher Education Coordinating Commission (HECC)** and **Teachers Standards and Practices Commission (TSPC)**

Engaged the workgroup
January-February with asynchronous collaboration and four synchronous meetings

Rule Review for Senate Bill 3

Technical

OAR 581-022-2000

**DIPLOMA
REQUIREMENTS**

OAR 581-022-2010

**MODIFIED
DIPLOMA**

OAR 581-022-2030

**DISTRICT
CURRICULUM**

Programmatic

NEW OAR

**COURSE
REQUIREMENTS
FOR PERSONAL
FINANCIAL
EDUCATION AND
HIGHER
EDUCATION AND
CAREER PATH
SKILLS**

Clean-up

OAR 581-022-0102

DEFINITIONS

OAR 581-022-2055

**CAREER
EDUCATION**

Sections of the New OAR



The proposed new OAR includes three sections that cover the following:

- (1) Who can teach the course
- (2) Course and Credit Options
- (3) Waiver process



Engagement Period

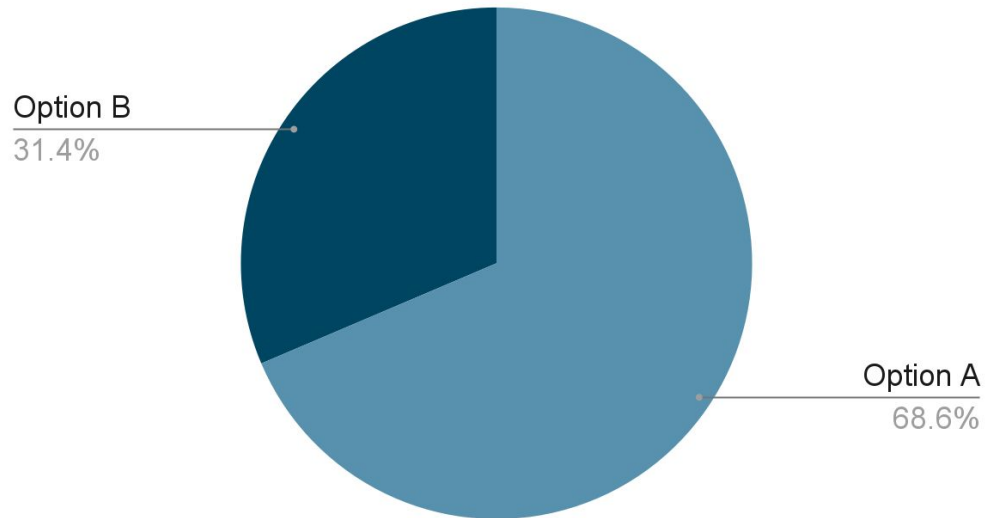
Four Public Engagement Sessions (Feb. 2024)

- School District Personnel
 - Superintendents
 - District Directors
 - Principals
 - Vice Principals
 - Counselors
 - Teachers
- Education Service Districts
- Charter School Staff
- Parents and Families
- Representation from:
 - African Youth & Community Organization (AYCO)
 - Latino Network
 - The Immigrant and Refugee Community Organization (IRCO)
 - African American/Black Student Success United Way of Lane County
 - Pacific Islander Community Development
 - The Ford Family Foundation
 - Western Oregon University
 - Eastern Oregon University
 - Southwestern Oregon Community College
 - Oregon Council on Economic Education
 - Oregon Workforce and Talent Development Board
 - Junior Achievement of Oregon & SW Washington
 - Financial Beginnings Oregon
 - Heritage Bank (Oregon Bankers Association)
 - Pioneer Trust Bank

Engagement Meeting Highlights (Feb. 2024)

- 38 (31%) respondents preferred standalone courses (Option B)
- 83 (69%) respondents preferred flexibility (Option A)

Participant Responses



Engagement feedback for Senate Bill 3 (2023)

Flexibility is needed
to ease staffing
challenges

Educators already
have the experience
and expertise to
teach these courses

Flexibility allows for
the format that is
optimal for local
conditions

Waiver language is
reasonable

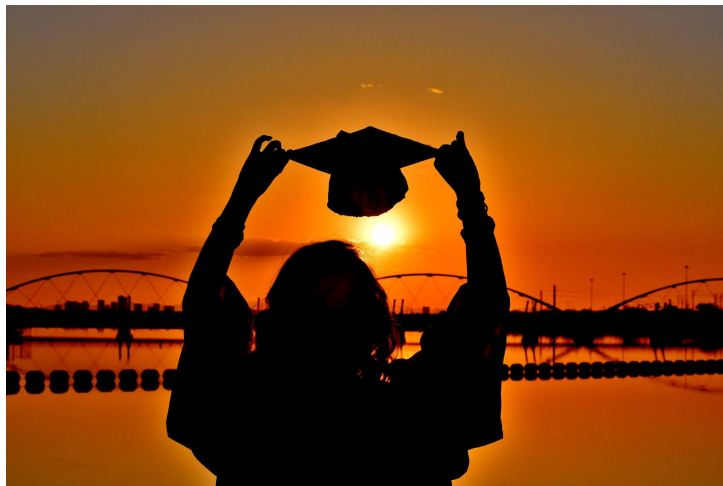
Course subject matter
is critical and content
fidelity may be lost if
PFE is integrated into
other subjects



Next Steps

Next Steps: Continued Public Input through Second Read





Questions?

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