

HB 2060 -1, -2 STAFF MEASURE SUMMARY

House Committee On Education

Prepared By: Lisa Gezelter, LPRO Analyst

Meeting Dates: 4/2, 4/9

WHAT THE MEASURE DOES:

The measure requires the Oregon Department of Education (ODE) to establish and maintain a registry for tutors who are not licensed by the Teacher Standards and Practices Commission. It requires ODE to exclude someone from the registry if they have a substantiated report of sexual conduct, if they have been found to have gross neglect of duty, if they have been found grossly unfit, or if they have knowingly made a false statement in their application. It also establishes an appeals process. The measure allows school district boards to contract only with tutors who are either licensed or registered and becomes operative on July 1, 2026.

ISSUES DISCUSSED:

EFFECT OF AMENDMENT:

-1 The amendment modifies the Oregon Department of Education's responsibility to remove a person from the registry.

-2 The amendment replaces Section 1 of the measure. It requires ODE to establish a registry for unlicensed tutors who are employed by independent entities. The amendment establishes requirements for applications to the registry, including a background check. The amendment also establishes reasons for excluding a person from the registry, including convictions for crimes that would disqualify a person from holding a teaching license. It requires ODE to make the registry accessible to school districts and members of the public.

BACKGROUND:

Both the [Student Success Act](#) in 2019 and the [Early Literacy Success Initiative](#) in 2023 made tutoring an allowable use of grant funds to school districts. While the Oregon Department of Education maintains an [approved provider list](#) for high-dosage tutoring related to early literacy, the state does not currently maintain a licensing or registration system for individual tutors.

Following COVID-related school closures, the [Institute of Education Sciences at the US Department of Education](#) indicated that high quality tutoring could help students recover academically. The report included references to academic research and indicated that high-quality tutoring should be conducted at school three or more times per week for at least 30 minutes per session; that it should be conducted by teachers or professional tutors who are well-trained and supervised; and that prekindergarten through first-grade students benefit most from 1:1 tutoring while older students can benefit from small-group tutoring in ratios of 1:3 or 1:4.