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Colt Gill

Deputy Superintendent of Public Instruction

TO: Chair Alonso Leon & Members of the House Education Committee

DATE: February 19, 2021

FROM: Jessica Ventura, Government Relations Director

RE: Questions posed on February 2 & February 9, 2021

Chair Alonso Leon and Members of the House Education Committee,

Thank you so much for the opportunity to share our testimony with you. We are more than happy to continue providing information to you on our work and look forward to our continued partnership on behalf of all Oregon students. During our testimony provided on February 2nd and 9th, many members asked questions, whether on our agency-requested bills or member-sponsored bills. Below you will find our response to each of them. Please do not hesitate to reach out to me if you need further clarification.

With gratitude,
Jessica Ventura

House Bill 2056 - Access to Linguistic Inclusion

Question from Rep. Weber: Where is the amendment? Is this going to impact acceptance into an out-of-state college and their requirements?

ODE's Response: The amendment -1 is [now posted](#). We have reached out to our higher education partners, including the Higher Education Coordinating Commission and Oregon State University, to get their feedback on our proposal. We are in conversation with them and have committed to addressing any unintended consequences as a student moves through the educational system. If deemed necessary through our conversations, we will pursue an additional amendment.

Question from Rep. Reardon: How would this proposal work from the student perspective?

ODE Response: For one example, if a student does an exchange program overseas and takes classes in French, once they are back, their classes in French do not count for their graduation requirements. This bill would change that and allow for flexibility.

Another example would be students who must take English language development classes who are limited in their ability to take elective credits. Currently the way that it is written, English language development courses can only count as elective courses even though the student may be fluent in several languages. With the way the language is now, they could not count English toward their “World Language” credit; it would only count toward their elective credit. Hearing from administrators around the state, this is a huge barrier for students.

Question from Rep. Wright: Could you address what is in the staff measure summary with the mention of the Holocaust and genocide studies?

ODE Response: As clarified by Lisa Gezelter, this was a renumbering within the bill language - not a change in definition.

House Bill 2057 - Grant Making Authority

Question from Rep. Sollman: You said something about it wouldn't hinder the “conduct research?” Does this affect accountability at all - to make sure that school districts are accountable for the grant as the awards are given?

ODE Response: No - it doesn't impede that. This proposal is about how to determine guidance on grants when the law isn't clear. It does not affect anything regarding accountability measures.

House Bill 2058 - Accepting TSPC Fingerprinting Results

Questions from Rep. Weber: What is the cost efficiency of this? In the banking field, you have to get checked again. What is the benefit otherwise than the cost in the education field? Can someone slip through the cracks? Someone who has done something egregious?

Question from Rep. Sollman: Similar to Rep. Weber, would there be any gaps within that three year period?

ODE Response: Regarding the savings, the cost per person of these checks is \$59 per person, plus an additional \$12.50 charge from the vendor that collects the fingerprinting charges.

We do not believe this proposal would create a new gap. Currently for TSPC, fingerprints are valid for the length of an individual's TSPC license, and for three years after the TSPC license expires. Our proposal would not stop districts from doing their own type of background check if they were inclined to. They just wouldn't be required to be fingerprinted through our Department if they were previously fingerprinted through TSPC within the past 3 years or remained continuously licensed or registered with TSPC. Classified employees that are fingerprinted and cleared through our Unit are not a subject individual to ever be fingerprinted again, unless the person lived outside this state during the interval between the two periods of time working in the district or private school based on current statute and rule. But, districts may do their own type of background check on the employee.

House Bill 2060 - SSA Technical Fixes

Question from Rep. Owens: Could you address the comments made by OSBA in their submitted testimony around the health performance growth targets?

ODE Response: Since the hearing, we have followed up with concerned organizations like OSBA around specific language in the bill, including around health performance growth targets. We are working toward a solution that is helpful not only for our school districts but meaningful for the communities we serve as well. Just as all of you are, we are committed to making progress in supporting our students' mental and behavioral health needs.

Question from Rep. Wright: What does "eliminates civil action for disclosure of certain educational records" mean?

ODE Response: This aligns with federal law. In federal law, there isn't a civil action for release of student information during an emergency. In the case of an emergency situation and needing to release student information, we don't want school employees considering whether or not they will be subject to a civil action.

House Bill 2828 - Child Abuse Prevention Education

Question from Rep. Wright: To clarify, this proposal is asking for a full-time FTE in the Department to disseminate information?

ODE Response: Exactly, and to provide technical assistance however that may look to districts around the state.

Question from Rep. Brock Smith: How many school districts are in the state? We have a half-time individual supporting this program for 197 school districts around the state? This proposal is asking for a full-time individual?

ODE Response: There are 197 school districts around the state. Yes, this proposal calls for the half-time to be increased to a full-time FTE to support school districts.

House Bill 2413 - CTE Safety Study

Question from Rep. Wright: Could you direct us to ODE's CTE Policy Guidebook?

ODE Response: We would be happy to provide our [CTE Policy Guidebook](#).

Question from Rep. Neron: I'm curious how we develop training standards in other safety areas generally? Do we need to do a study or just direct ODE to consistently review and study it? Why wouldn't we just say ODE should maintain a training to get to the end goal of safety?

ODE Response: As far as existing law, career learning areas have within their knowledge and skill statements explicit references to safety regulations. The knowledge and skill statements are intended to be criteria with which instructional programming is designed and by which instruction and student performance are evaluated by school administration. This proposal is directing us to make an assessment and create a study to figure out what next steps should be.

House Bill 2414 - CTSO Grant Program

Question from Rep. Sollman: So you had touched on the importance of diversification of these programs - I would be interested to see more information on how we are doing there.

Question from Rep. Reardon: The information was difficult to find. The information from our presentation was received from ODE if they could provide it.

Question from Rep. Weber: I am curious about if there is any information on the ratio of female to male participants in CTE programs?

ODE Response: For some demographic data related to CTE programs, the [Statewide Report Card](#) is a good source of information. (Page 65 has the slide included as a part of the presentation.)

Below is additional information on demographic breakdown:

Race/Ethnicity	2019-20 Enrolled	2019-20 Enrolled %	2019-20 Participants	2019-20 Participants %	2019-20 Concentrators	2019-20 Concentrator %
Asian	4,141	4.41%	3,958	4.43%	2,923	5.14%
Black/African American	1,882	2.00%	1,728	1.94%	1,026	1.80%
Hispanic/Latin-x	22,173	23.59%	20,976	23.50%	12,729	22.37%
American Indian/Alaska Native	1,068	1.14%	957	1.07%	576	1.01%
Multi-racial	5,491	5.84%	5,253	5.89%	3,293	5.79%
Pacific Islander/Native Hawaiian	726	0.77%	630	0.71%	365	0.64%

White	58,498	62.25%	55,755	62.47%	35,983	63.24%
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Gender	2019-20 Enrolled	2019-20 Enrolled %	2019-20 Participants	2019-20 Participants %	2019-20 Concentrators	2019-20 Concentrator %
Female	40,826	43.46%	39,906	44.72%	24,197	42.53%
Male	52,990	56.40%	49,216	55.15%	32,645	57.38%
Non-binary	130	0.14%	112	0.13%	50	0.09%