



Chair Neron, Vice-Chairs McIntire and Dobson, and Members of the Committee,

My name is Cynthia Branger Muñoz, and I am testifying today on behalf of the Oregon Education Association, representing over 41,000 educators across the state. OEA supports HB 2007 with the -1 amendment and appreciates the thoughtful work that has gone into strengthening summer learning opportunities for Oregon students and the educators who serve them.

The -1 amendment makes key improvements. It restores licensed teachers to core academic instruction, correcting an unintended removal in the original bill. This change supports the vital role that educators play in delivering high-quality instruction while maintaining flexibility in program design. We also appreciate the removal of the preference for matching funds, which helps ensure that all educators—regardless of the resources in their communities—can participate in well-supported summer learning efforts focused on student needs.

We're encouraged that the bill is moving in the right direction when it comes to flexibility in academic focus. Educators know that learning needs vary, and many students require targeted support in areas beyond literacy, including math, science, and other core subjects. We are continuing to review this section and hope to see that flexibility made clearer to reflect the expertise and professional judgment of educators in designing instruction.

To further strengthen the bill, we encourage a few refinements that would better support educators in their work. First, clarifying that summer learning programs can include students who are completing a grade level reflects how educators organize and deliver instruction and ensures that programming aligns with how students are grouped and served.

We also recommend explicitly including "academic enrichment" in the bill's language. Educators know that enrichment—when aligned with academic goals—can be one of the most effective ways to engage students and deepen learning. Programs that include art, music, STEM, or project-based activities not only draw students in but allow educators to reinforce academic concepts in meaningful and creative ways.

Additionally, we believe it would be helpful to restore language that encourages prioritization of students who have historically faced opportunity gaps. Educators are deeply committed to reaching students who need extra support, and this language helps focus resources where they can have the most impact.



We also recommend clarifying that educators may use academic strategies aligned with Oregon's literacy frameworks as well as broader academic enrichment strategies. This recognizes the professionalism of educators in selecting and applying strategies that best meet their students' needs.

Finally, we suggest adjusting the current reporting language that calls for evaluating assessments. Educators already conduct assessments as part of their year-end instructional work. Repeating those efforts during summer programming can be duplicative and burdensome. A review of existing assessment data would provide meaningful insight into student progress without placing unnecessary strain on summer educators.

We have already seen the value of summer learning in Oregon. In 2024, thousands of educators led summer programs that supported students with engaging, responsive, and effective instruction. These programs helped students return to school more confident, better prepared, and more connected to learning. Continuing that success means continuing to support the educators doing the work.

We urge passage of HB 2007 with the -1 amendment and encourage thoughtful refinements that center the voices and needs of educators. We appreciate the committee's leadership and look forward to working together to ensure strong, sustainable, and educator-supported summer learning programs across Oregon.

Thank you for your time and consideration.