



# Oregon

Kate Brown, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

**Colt Gill**

Deputy Superintendent of Public Instruction

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

**DATE: March 12, 2021**

**FROM: Jessica Ventura, Government Relations Director**

**RE: Question posed around CTE on HB 3236**

Chair Alonso Leon and Members of the House Education Committee,

Thank you so much for the opportunity to share our perspective with you on House Bill 3236, particularly around the question of CTE programs. 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. Please do not hesitate to reach out to me if you need further clarification.

With gratitude,  
Jessica Ventura

**House Bill 3236 - Establishes Task Force on Education Pathways.**

**Question: CTE programs are an important piece in our education system. Why wouldn't they make sense to be studied as a non-traditional education pathway by the task force created by HB 3236?**

***ODE's Response:*** We wholeheartedly agree on the importance of CTE programs and the enormous impact they can make in our students' educational journey and path to success.

Ultimately as written, the scope of the task force is broad and looks at all of the non-traditional pathways to education that receive State School Fund dollars and CTE Programs. Our concerns center around the different lenses that each of these programs and schools require to fully understand the purpose, the population served, and desired outcomes. CTE is truly a content area; it exists in traditional comprehensive high schools as well as alternative spaces.

If the intention of this bill is to improve the outcomes for our historically underserved students who have been intentionally (or unintentionally) removed from the traditional comprehensive

school system, we believe the focus in this particular task force should be on alternative schools, GED Option programs, YCEP and JDEP.

For a similar reason, we also feel that a separate task force may be the more appropriate place to study the charter school educational pathway. The purpose of public charters is arguably different from that of the other alternatives, and they often serve another segment of our student population. Additionally, charter school processes are explicitly outlined in statute and do not have the same needs as other alternatives. For example, charter schools enroll students by blind lottery, not deliberate placement, unlike the rest of the programs named.

All of the education pathways are certainly worthy of time and consideration by the Legislature; however, we feel there can be more significant analysis done with an appropriately tailored approach in the programs grouped together to study. Doing so could bring more meaningful outcomes for our underserved populations in alternative education.