

## Recommendations of the Joint Committee on Student Success's Work Groups

| Goal and Recommendations   | Assumptions   | <u>Millions of \$\$</u> |             | Comments  |
|--|---|-------------------------|-------------|---|
|  |   | General Fund            | Other Funds |   |
| <b>High Quality Classroom Work Group</b>   |   |                         |             |   |
| <b>Supporting qualified teachers in every classroom</b>  |   |                         |             |   |
| 1. Grow-your-own program for educator workforce.   | \$5,000 annual grants to offset tuition & other costs of attending college for 1,300 students.  | \$ 20.7                 |             | Builds on \$16.7 million proposal from COSA.  |
| 2. Establish the Educator Advancement Council (EAC) as part of ODE.  | Locate EAC in ODE -- costs are 2019-21 Governor's budget. Represents 10 positions and grants with \$8 million of the grants transferred to HECC for Oregon Scholars program and for student financial assistance to early learning students at post-secondary institutions.       | \$ 19.6                 | \$ 41.3     | Other Funds is Network for Quality Teaching and Learning (NQTL) carveout from State School Fund.  |
| 3. Align collective bargaining to biennial two year time frame.  | Not able to calculate because this is one of many issues or factors negotiated in labor agreement.  |                         |             |   |
| 4. Establish a comprehensive mentorship and professional development system.                                     | Based on Iowa's system with a career path for teachers. There are two components to this cost -- (1) financial incentive for model, mentor, and lead teacher; and (2) backfill for lost instructional time of these teachers as they mentor and provide professional development. | \$ 379.6                |             | This estimate assumes using the average beginning teacher salary for the backfill component. If the state only paid for the increased compensation portion of the cost, the estimate drops to \$41.8 million for 2019-21. |
| 5. Establish needs based loan or scholarship program for teachers committing to teaching in Oregon for 10 years. | Assumes 500 new participants per year for \$5,000 annual scholarships for 4 years.  | \$ 19.5                 |             | Two year scholarships would have an \$11.3 million two-year cost. 2019-21 costs would be less as program is phased-in.  |
| <b>Educators prepared to teach to changing demographics and communities</b>                                      |   |                         |             |   |
| 1. Support the Oregon Teacher Scholars Program.  | Reflects Governor's 2019-21 budget for up to 200 scholarships of \$5,000 per year.  | \$ 1.0                  |             |   |

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| <b>Schools have facilities that are accessible, safe, healthy, secure and meet the needs of students</b>                        |   |                         |             |   |
| 1. Increase funding for the Oregon School Capital Improvement Matching (OSCIM) program at ODE.                                  | Assume \$216.1 million in unmet need in first two biennia of program. General Fund is the potential debt service on the \$216.1 million in bonds sold for a biennium.   | \$ 32.6                 | \$ 216.1    | Could grow substantially given other recommendations.   |
| 2. Increase funding for the Seismic Rehabilitation Grants for schools.  | Pricing is based on \$125 million in unmet need for 2018 grant cycle. General Fund is the debt service on this unmet need for a biennium.   | \$ 18.9                 | \$ 125.0    | Need is likely much more than this. 2007 study by DOGAMI showed a need of \$750 million. ODE is working on updating that study. |
| 3. Implement the recommendations of the School Safety Task Force.   | 2019-21 Agency Request budget included \$1.9 million General Fund package -- \$1.7 million would be sent to ESDs to hire/contract regionally-based school safety, youth suicide prevention, and student threat specialists. | \$ 3.7                  |             | Two year biennial cost for this package is \$3.7 million General Fund.  |
| <b>Implement policy goals of the Quality Education Model (QEM)</b>  |   |                         |             |   |
| 1. Reduce class size in elementary grades and in core academic classes in grades 6 to 12.                                       | K-1 to 20 students - \$110.6M, 2-3 to 23 students - \$53.2M, 4-5 to 24 students - \$64.1M, 6-12 Core classes to 29 students - \$142.0M.   | \$ 369.9                |             | 2019-21 biennium costs using QEM.   |
| 2. Provide funding for support specialists in elementary school including art, music, phy ed, TAG, Librarian, ELL, & counselor. | QEM assumes that 4.5 FTE of a combination of these specialists are required for elementary school of 360 students. Assume that 3.0 FTE already exists so this cost is for an additional 1.5 FTE.                            | \$ 250.4                |             | 2019-21 biennium costs using QEM.   |
| 3. Provide sufficient funding for alternative programs for special needs and at-risk students in middle and high school.        | QEM estimate assumes 2.0 FTE for each prototype middle school to assist these students and 1.75 FTE for high schools.   | \$ 192.4                |             | 2019-21 biennium costs using QEM.   |

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| <b>Implement effective programs and interventions for high-quality educational experiences</b>                       |  |                         |             |   |
| 1. Require ODE to develop list of evidence-based practices, strategies, and programs for school improvement efforts. | If only providing list cost is \$200,000 GF or less. The 2019-21 Agency Request budget included a \$28.4 million GF package including additional school improvement grants (\$19.7M) and backfill of lost federal and NQTL funds (\$8.7M). | \$ 28.4                 |             | Need to check whether the grants are for one year of the biennium or two.   |
| 2. Establish separate accountability system for alternative schools.   | Discussions underway with ODE to design and price out recommendation.  |                         |             |   |
| 3. Establish categorical funding for before- or after-school tutoring and supports for struggling students.          | Similar to recommendation above. QEM estimate assumes 2.0 FTE for each prototype middle school to assist these students and 1.75 FTE for high schools as well as 0.50 FTE for elementary schools.  | \$ 275.7                |             | 2019-21 biennium costs using QEM.   |
| 4. Establish categorical funding for statewide TAG program.  | Testing or assessment - less than \$0.5 million. Review of TAG disparities in districts up to \$0.6 million. Still working on grants for teacher training.   | \$ 1.1                  |             |   |
| 5. Identify students early for placement in Honors, AP or IB Classes.  | Seems to be more of a need for teachers to communicate more about individual students. ODE could provide some guidance on criteria but cost would not be significant.  |                         |             |   |
| 6a. Add sufficient funding to raise cap on special needs students from 11% to 14%.                                   | Current statewide special needs students is 13.4% with 159 districts exceeding current 11% limit in 2016-17. With 14% cap, there would still be 79 districts over the cap.   | \$ 163.0                |             | Based on 2016-17 data. Is a two year biennial estimate. Cost assumes General Fund is added to State School Fund to cover this increase. |
| 6b. Add funding to the High-Cost Disability Account.   | Currently the Account is set at \$35 million annually as a carve-out from SSF. The estimate is to cover all additional costs based on 2017-18 need.  | \$ 67.9                 |             | Based on 2017-18 data. Is a two year biennial estimate. Cost assumes General Fund is added to State School Fund to cover this increase. |
| 7. Add staff (1.75) FTE to ODE for Title IX coordinator positions.   | Add one full-time and one part-time position, both of which must have good understanding of federal and state civil rights law.  | \$ 0.5                  |             | 2019-21 cost with slight increase for 2021-23 because of phase-in of positions.   |

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|  |  | General Fund            | Other Funds |   |
| <b><i>College and Career Ready Work Group</i></b>  |  |                         |             |   |
| <b>Support career-connected learning by leveraging community assets</b>  |  |                         |             |   |
| 1. Fully fund Ballot Measure 98.   | 2019-21 current service level has BM fully funded based on \$800 per high school student at \$303.2 million GF. 2017-19 budget had \$170 million.  | \$ -                    |             | Governor's budget includes the \$170 million maintaining the same level of funding as 2017-19.  |
| 2. Support Career Technical Student Organizations (CTSO) such as DECA and FFA.   | A 2012 proposal would provide \$5,000 grants to local chapters to invest in their programs.  | \$ 3.0                  |             | 2019-21 current service level has \$727,000 General Fund for these organizations.   |
| <b>Meet the 40-40-20 goal by 2025 for those 25 and under in that year and subsequent years</b>   |  |                         |             |   |
| 1a. Establish or continue culturally, linguistically, and disability responsive college and career programs in middle & high schools through increase in the ASPIRE program.                           | Current ASPIRE funding serves 155 schools. A proposal to add \$2.8 million for these grants would fund an additional 184 ASPIRE sites and increase the average grants to \$5,020.  | \$ 2.8                  |             | 2019-21 current service level budget has \$634,951 GF for ASPIRE grants to schools. There are approximately 435 middle and high schools.  |
| 1b. Establish or continue culturally, linguistically, and disability responsive college and career programs in middle & high schools through increasing the number of high school guidance counselors. | State OAR standards for a comprehensive counseling program recommends one counselor for every 250 students. This estimate factors in the number of existing counselors so there is a need for approximately 1,100 more counselors. Guidance related functions make up only a portion of these activities so one third of the costs are allocated to this function. | \$ 79.3                 |             | This amount could overestimate the need for guidance related counselors since the 1:250 standard is for a comprehensive program including mental health, guidance and academic counseling and further analysis is needed to determine what share guidance related activities make up. |
| 2. Require every school district have an intervention strategy and an early warning system for students at-risk of dropping out.   | This calls for an Early Indicator and Intervention System (EIIS) to track students. The ODE 2019-21 Agency Request budget included a \$1 million package to assist districts in using EIIS systems with grants and technical assistance. Overall, 103 districts would be served.   | \$ 1.0                  |             | There is also a proposal to assist all districts through a \$3 per ADM for grants to buy or develop systems. Total 2019-21 cost for this proposal is \$3.5 million General Fund.  |

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| 3. Require every district have an intervention program for 8th graders at risk, such as a summer bridge program.      | Based on two existing programs, a statewide amount was estimated for those students who scored a 1 or 2 on their ELA or Math assessment. Assumes a three week program along with transportation and meals.                                | \$ 21.3                 |             | Assumes a 50% participation rate after accounting for those students who scored a 1 or 2 on both assessments.   |
| 4. Create a statewide network of students to advise policy makers.  | A more robust effort would provide ESDs with funding to set up regionally based panels who would meet and then those panels would participate at the state level. Assumes a part-time position for each ESD.                              | \$ 2.8                  |             | A less intense effort would be the selection of one or two students from each region and pay for their costs of attending quarterly statewide meetings. \$100,000 or less would pay for their travel costs. |
| 5. Combine the two current student surveys into one survey.   | OHA is planning to combine their Oregon Healthy Teens survey with the Student Wellness Survey in 2020.  |                         |             |   |
| 6. Support nonprofit community organizations to improve student achievement through literacy programs.                | The 2019-21 current service level has over \$323,000 GF for the pediatric based Reach Out and Read program and for the Start Making a Reader Today (SMART) program. Expansion of these programs could reach a greater number of children. |                         |             |   |
| 7. Incentivize districts to adopt attendance teams to carry out the state's Chronic Absenteeism plan.                 | The 2019-21 Agency Request budget includes an additional \$6.6 million GF to add to the CSL funding of \$6.2M for grants to districts so those districts with choric absenteeism rates of 25% have resources.                             | \$ 6.6                  |             | Statewide chronic absenteeism rate is 17%. There is a similar recommendation in the Students Ready and Able to Learn work group.  |
| 8. Require districts to create and implement family engagement plans -- ODE to provide list of recommended practices. | Currently ESSA requires Title I districts to have some form of a parent involvement plan and implement it -- most districts are Title I districts. ODE may have some costs in providing the best practices to districts.                  |                         |             |   |

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|  |  | General Fund            | Other Funds |  |
| <b>Establish a statewide reengagement plan for youth who have left high school</b>   |  |                         |             |  |
| 1. Direct YDD to develop and administer a statewide reengagement system for youth who have left school or are falling behind.    | YDD estimates that between 23,000 and 40,000 students are eligible. Assuming a participation rate 7% in the first year and 10% in the second year and an average annual cost of \$7,000 per student, the range for a 24 month cost is \$27.8M to \$53.5M depending on number of eligible youth.    | \$ 53.5                 |             | Given that this is a newer concept for the state, a pilot program should operate for at least a year to determine the effectiveness of the program and to identify best practices.   |
| <b>Establish a certification program for CTE teachers that is standardized and transferable across districts</b>                 |  |                         |             |  |
| 1. Establish a task force that will examine barriers to CTE licensure and make legislative recommendations                       | The cost depends on the number of meetings and staffing needs. If there is limited staff needs and no need to backfill for staff attending to task force business, the costs should be small -- e.g., \$100,000 for travel and other expenses.   |                         |             |  |
| <b>Evaluate effectiveness of assessments for informing teachers practices in real time and giving student timely information</b> |  |                         |             |  |
| 1. Require districts to share assessment scores with teachers immediately upon receipt.  | There should not be a significant cost to ODE or to districts.   |                         |             |  |
| 2. Encourage the use of formative assessments.   | The 2019-21 Agency Request budget requested \$3.4 million GF for an interim assessment from SBAC available in the second year of the biennium; and funding for professional development, support a shift to student-centered assessment, and an interim assessment for science in selected grades. | \$ 3.4                  |             | A fully funded 24-month package like this with the interim assessments available for 24 months would cost \$5.5 million General Fund. Under this proposal, first year participation would be 50% and second year participation would be 75%. |
| 3. Mitigate disruption to schools from assessments.  | This estimate assumes that every five classrooms would get a set of Chromebooks that could be used for the giving the assessment in the classroom instead of a computer lab or other central area of the school.   | \$ 14.5                 |             | Would represent over 63,000 devices purchased. They could be used for other functions including interim assessments. Initially a one-time cost but would need replacement schedule.  |
| 4. Include past years' scores on individual student reports.   | There should be no significant cost to implement this. ODE will have programming costs.  |                         |             |  |

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| <b>Students Ready and Able to Learn Work Group</b>   |   |                         |             |   |
| <b>Support health attached family relationships to ensure every child is ready to learn</b>            |   |                         |             |   |
| 1. Expand home visiting programs to move toward voluntary universal home screening.                    | The estimate is based on expanding the Healthy Families Oregon program to serve 25% of the eligible population. Currently about 10% or 11% of the population is served.   | \$ 40.3                 |             | There are other home visiting programs at OHA that might be more appropriate for some families.   |
| 2a. Increase access to Early Head Start.   | Currently, the State funds 64 slots and the federal government funds approximately 2,000 slots. This estimate is based on the State providing another 1,000 slots.  | \$ 25.0                 |             | There is an estimated population of 25,000 children who might need or would benefit from this program.  |
| 2b. Increase access to Relief Nurseries.   | Current funding for this program is \$9.3 million GF and the anticipated 3,300 children served in 2017-19 represents 10% of the children. This estimate is based on adding resources for another 1,000 children.    | \$ 7.8                  |             | There is also federal funding for this program, but at this time it is assumed no further federal funding is available.   |
| 3. Fully fund the Early Intervention (EI) and Early Childhood Special Education (ECSE) programs.       | Current service level funding for 2019-21 is \$227.5 million TF (\$194.4 million GF). Total estimated cost to serve the needs of the 26,000 children is \$75 million GF higher based on most recent estimate.       | \$ 75.0                 |             | This is a federally mandated program and service levels have been reduced in the past to keep within the programs' budgets.                                     |
| 4. Explore additional policy options of an integrated birth-to-five system.                            | The 2019-21 Agency Request budget for ELD included \$10 million GF for a parenting education program.   | \$ 10.0                 |             | At least a portion of this request was to expand on the Oregon Parenting Education Collaborative.   |
| <b>Provide all children with access to affordable high-quality preschool programs</b>                  |   |                         |             |   |
| 1a. Increase access to subsidized preschool programs aged 3-5 at or below 200% FPL -- OR PreK program. | The OR PreK program along with the federal Head Start program serves about 12,500 of the 20,000 children below 100% of the federal poverty level (FPL). This estimate assumes serving the remaining 7,500 children. | \$ 70.0                 |             | This likely overestimates the need as some families under 100% FPL still would not participate. This figure does not address other issues (e.g., compensation). |

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| 1b. Increase access to subsidized preschool programs aged 3-5 at or below 200% FPL -- Preschool Promise. | The Preschool Promise program serves children up to 200% FPL and current funding of \$37.1 million GF serves 1,300 children. The 2019-21 Agency Request budget included funding to serve another 10,000 children by the end of 19-21.   | \$ 131.0                |             | The propose package would be phased-in during the 2019-21 biennium. Full two-year funding is estimated at \$239 million GF. There would also be some costs for capacity building and limited ODE staff. |
| 2. Expand the early learning workforce by increasing capacity of training and certification.             | The 2019-21 Governor's budget includes a package to address this recommendation by proposing \$1 million GF for grants to community colleges and public universities to partner in early learning career pathways. There is also \$7 million GF for financial assistance for those earning early learning related degrees and certificates. | \$ 7.0                  |             | Need to determine the phase-in of this package to get full two year cost.   |

**Provide sufficient resources to school and families for behavioral health, physical health, nutritional and support needs**

|  |  |           |  |  |
|--|--|-----------|--|--|
| 1. Increased access to behavioral and physical health services by increasing counseling, mental health, and other staff available to students. | This estimate is priced by looking at the recommended standards in the OARs for school nurses and that for comprehensive counselors. The recommended standards for nurses for the general student population is 1:750 and for counselors is 1:250. The current number of nurses and counselors are factored in for the estimate. It is very possible that this is an underestimate, especially for behavioral and mental health. | see below |  | This is a rough estimate and requires significantly more work in identifying the current resources and what the needed resources are in this area. This is likely more difficult in the behavioral health area. This estimate assumes district staff, but each district needs to determine which works best depending on district staff or from some outside entity like a CCO or county public or mental health agency. |
| 1a. Nurses   |  | \$ 126.1  |  |  |
| 1b. Counselors   |  | \$ 237.9  |  |  |



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| 2. Establish a funding source/formula separate from the State School Fund for physical, behavioral/mental health, and wrap-around services. | There is not a cost beyond the establishment and administrative costs associated with the distribution formula. This is a means of distributing funding such as that found relating to recommendations #1 and #3 under this goal.   |                         |             |   |
| 3. Provide access and connections for students and families to wrap-around and support services.  | For this estimate it was assumed that each school should be provided resources equivalent to 0.50 FTE (half-time position) to assist students and families to connect with services in the district as well as in the wider community. This is based on a model used in Central Oregon. | \$ 71.4                 |             | This could be provided by district staff or the resources could be used to contract with other organizations to perform similar services. |
| 4. Expand the eligibility for free/reduced lunches or make it easier for more schools to use a school-wide free breakfast/lunch program.    |   |                         |             |   |
| 4a. Increase income threshold for eligibility to get free/reduced breakfasts and lunches.   | Increase to 250% of FPL for breakfasts and lunches.   | \$ 110.2                |             |   |
| 4b. Enable more schools to elect to participate in the Community Eligibility Provision (CEP).   | Enables the number of schools participating to increase from 94 to 237 schools (based on 2016-17 information).  | \$ 17.2                 |             |   |

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| <b>Maximize learning time for students through longer instruction time, longer school year, and increased student attendance</b> |  |                         |             |   |
| 1. Add additional days to school year to increase learning time.   | Based on the QEM, each additional day costs \$51.6 million for 2019-21. Based on the current weighted number of school days of 170 days, this estimate assumes getting to 180 days per year.                   | \$ 516.0                |             | Would need to adjust to allow for flexibility on how to achieve this for some districts (e.g., 4 day per week school year). |
| 2. Provide resources for a three to six week summer learning program.  | The 2018 QEM report includes an estimate for a five week (5 days per week) for summer school for struggling students. This amount assumes that this is an increase of what is being provided for now.          | \$ 33.0                 |             |   |
| 3. Support state-wide and district level efforts to reduce chronic absenteeism.  | The 2019-21 Agency Request budget includes an additional \$6.6 million GF to add to the CSL funding of \$6.2M for grants to districts so those districts with chronic absenteeism rates of 25% have resources. | \$ 6.6                  |             | Current state-wide chronic absenteeism rate is 17%. Similar to recommendation in the College and Career Ready work group.   |