



LANE EDUCATION SERVICE DISTRICT

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EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

March 29, 2021

Senator Lew Frederick, Co-Chair
Representative Susan McLain, Co-Chair
Joint Committee on Ways and Means Subcommittee on Education
Oregon State Legislature

RE: Support for Increase in Funding, Student Success Act

Dear Senator Frederick, Representative McLain, and Members of the Committee:

HB 3427 (2019) established the foundation and operational guidance for Oregon's Student Success Act including funding and support for improved educational outcomes for students across the state. As part of this Legislation, Oregon's education service districts (ESDs) were identified as playing a critical role in the implementation of the programs proposed by the Act. An appropriation of \$24 million was budgeted for grants from the Statewide Education Initiatives Account to ESDs to support component school districts in the development and implementation of their 2020-21 plans. This appropriation was later reduced to \$20 million in August of 2020. On behalf of Lane ESD and our sixteen school districts, we are asking that this amount be restored to \$42 million for the 2021-23 biennium. This amount represents the original service level appropriation for the full two-year period of the upcoming biennium.

The support for component school districts in our region has focused on the following activities:

- Embedding Foundations of Culturally Responsive Pedagogy in all content areas.
- Amplifying youth (emphasizing Black/African American, LatinX, Native American and South Pacific Asian) voices through coordination of a Youth Equity Council and connections to families and local cultural organizations.
- Hosting networked learning communities that use diverse, disaggregated data to inform plan implementation, support authentic two-way community engagement, and drive equitable decision-making and resource allocation in an ongoing continuous improvement process.
- Facilitate communities of practice aligned to SIA priorities (closing disparities in academic achievement and supporting mental/behavioral health) and shared district strategies.
- Support recruitment and preparation of diverse teacher candidates.

It should also be noted that our Student Success Act funding provides for a remarkable administrator to lead this work. Our district leaders and component district school boards unsolicited, have enthusiastically reported how valuable this assistance was to the development of their SIA plans.

We urge your consideration of \$42 million for the 2021-23 biennium from the Statewide Initiatives Account for ESDs to continue and further develop this work in our region with our sixteen school districts and their approximately 45,000 students.

Sincerely,

Tony Scurto
Superintendent