



June 9, 2021

Dear Chair Barbara Smith Warner and Members of the House Rules Committee:

HB 3427 approved in the 2019 Legislative Session, authorized a role and funding for ESDs in supporting ODE and local districts in the use of Student Success Act funds described as follows:

Develop a plan which (A) Aligns with and supports school districts in meeting the performance growth targets of the school districts developing the plan, (B) Includes the provision of technical assistance to school districts in developing, implementing, and reviewing a plan for receiving a grant from the Student Investment Account, and (C) Provides for coordination with the department in administering and providing technical assistance to school districts, including coordinating any coaching programs.

The legislation allocates funds to ESDs for the identified work based each ESD's ADMw as a percentage of the total ADMw of all education service districts receiving a distribution from the Legislatively appropriated amount of \$24 million (later reduced to \$20 million by the August Special Session of the Legislature). This formula resulted in available biennial funding for the six smallest ESDs (Wallowa, Grant, Lake, Harney, North Central, Jefferson) ranging from \$38,000 to \$140,000. These amounts, while significant, do not cover the costs of the staff necessary to adequately perform the tasks designated in the statute for support of school districts.

SB 225B modifies the distribution of the ESD funds by establishing a minimum level of funding that assures each ESD will have the resources required to provide full-time, administrative-level staff with the skills necessary to support local districts. This concept of "floor" funding is consistent with base amounts being provided to the smaller Education Service Districts as part of the state school funding distribution for ESDs.

Student Success Act funding for smaller ESDs will be used to:

- Assist in the writing and updating of district Student Investment Account (SIA) plans, including the facilitation of community engagement and the coordination of stakeholder and partner participation.
- Work with district building administrators on SIA requirements and provide technical assistance in establishing relevant targets and submitting mandatory reports.
- Coordinate with ESD and district school improvement, curriculum, and special education staff to provide seamless delivery for the implementation of SIA plans.
- Coordinate common initiatives by creating and supporting regional plans.  
Assist in gathering and interpreting data to assess progress toward plan outcomes.
- Provide trained personnel to support schools in working with student behaviors, trauma informed practices and the coaching of teachers.
- Provide technical assistance to district business offices in reporting and coding of SIA expenditures.

SB 225B would provide the six smallest ESDs with the funds necessary to secure the technical expertise necessary to support their small and generally rural school districts in ways which would ensure high quality and effective implementation of Oregon's Student Success Act.

We are asking for your support of SB 225B. Thank you.

Ozzie Rose, Legislative Advocate, Oregon Association of Education Service Districts