



Date: March 5, 2025
To: House Education Committee
From: Parasa Chanramy, COSA
Subject: Testimony in Support of [House Bill 3037](#)

Good Afternoon, Chair Neron, Vice Chairs Dobson and McIntire, and Members of the House Education Committee:

For the record, my name is Parasa Chanramy with the Coalition of Oregon School Administrators. Our membership organization represents 3,000 administrators who are school principals, central office administrators, and superintendents.

COSA supports House Bill 3037. We want to thank the Governor's Office and the Oregon Department of Education (ODE) for bringing this bill forward.

We also want to give a huge shoutout to Dr. Raeshelle Meyer who is currently our Director of Professional Learning and Leading. Dr. Meyer is based out in Eastern Oregon. Prior to joining COSA, she served as the Small and Rural Schools Program Manager at ODE. In her role at the Department, she fostered strong relationships with district leaders from small and rural communities around the state and utilized their feedback to lead the development of this bill.

The changes proposed by this bill are long overdue. Of our 197 school districts in Oregon, nearly two-thirds are small districts – serving 1,650 students or fewer.

Superintendents who lead small and rural school districts wear multiple hats and hold a variety of responsibilities. For example, we have:

- Superintendents who are also school principals
- Superintendents who are also their district's Teaching & Learning Director and Special Education Director
- Superintendents who are also Directors of Federal Programs

At COSA, our members who are superintendents leading small and rural school districts continue to emphasize the need to:

- Right-size grant and reporting requirements for small and rural school districts
- Set minimum funding floors for grants so that small and rural districts can receive a meaningful amount of funding to be able to support students
- Streamline communications and responsive supports from ODE



Grants for Small School Districts (Sections 1 and 2)

For small school districts with 1,650 students or fewer, these sections would:

- Grant the State Board of Education the authority to establish a minimum grant amount for state grants when the grant is awarded to a small school district (except when the minimum grant amount is provided in statute);
- Permit the Department of Education to modify grant application and reporting requirements for non-competitive state grants to help reduce the administrative burden for small school districts.

The number of state and federal grant programs ODE administers have increased over the years from 34 grants in 2003 to over 130 grants by 2023. Many state grants have shifted from mostly competitive grants to mostly formula allocation. Additionally, districts are required to complete over 320 data collections and other required submissions each year.

Grant programs and reporting requirements have expanded rapidly without coherent systems in place to administer them, and with very little differentiation or right-sizing for small and rural schools.

Currently, some state-funded grants do not provide enough funding for small districts to operationalize programs effectively. Without a funding floor, small districts may receive amounts that are too small to make a meaningful impact. Instead of hiring staff or launching a full program, these grants often sit unused or lead to piecemeal efforts that fail to sustain long-term student success.

Small districts with one superintendent who also serves as principal and grant manager spend hours preparing detailed reports and application requirements for multiple grants. With this bill, ODE could streamline these reporting and application requirements, allowing the superintendent to focus on instructional leadership, supporting educators and staff, and addressing student needs instead of excessive paperwork.

High School Success Grants (Sections 3-7)

For [High School Success \(HSS\)](#) Grants, Section 3 permits Long-Term Care or Treatment Facilities as eligible entities. The HSS allocations and tiered funding requirements would be updated to keep up with current inflation in Section 5.



Section 7 increases the administrative set-aside from four to five percent to match the Student Investment Account, ensuring districts have enough funding to administer these programs.

Ensuring that grantees can keep up with administrative costs and grants are updated due to inflation will be critical because these grants support local efforts around career-technical education, accelerated learning opportunities, and dropout prevention.

Early Indicator and Intervention System Grants (Section 8 and 9)

For [Early Indicator and Intervention System Grants](#), Section 8 aligns the “eligible recipient” parameters with other grant programs that have been consolidated into [Integrated Guidance Programs](#). This section also updates the Early Indicator and Intervention System Grant formula to align with the Student Investment Account formula.

Example: The Early Indicator and Intervention System (EIS) grant from the Oregon Department of Education (ODE) is designed to help districts track and support at-risk students based on attendance, behavior, and academic performance. However, funding for the EIS grant was allocated at only \$3 per ADMr, meaning that a small district with 300 students only received \$900 – an amount far too small to create meaningful change.

With such limited funds, districts faced an impossible choice:

- Attempt to stretch the \$900 across multiple initiatives, resulting in ineffective and fragmented implementation, or
- Decline the funding entirely because it wasn't enough to sustain a viable program.

Student Investment Account Grants (Section 10-12)

For [Student Investment Account Grants](#), Section 10 adds the Oregon School for the Deaf and Long Term Care or Treatment Facilities as eligible applicants, and includes some clarifications in the funding formula for these eligible applicants.

Even though these changes may seem minor, these updates will have an important and significant impact, especially for our small and rural districts.

Many small districts operate with limited administrative staff, meaning that grant applications and reporting requirements take time away from direct support for students, staff, and schools.



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House Bill 3037 empowers ODE to modify grant application, reporting requirements, and funding floors for small districts receiving non-competitive, state-funded grants. We believe that this bill aligns with the Legislature's and ODE's grant consolidation goals by working to reduce the administrative burden for small districts, so that more time can be spent on supporting students and families, educators and staff, and communities.

Thank you again for your time today. Please vote yes on HB 3037.