ROB S. SAXTON
Deputy Superintendent of Public Instruction

HB 4008: Youth Corrections Funding
Senate Education & Workforce Development Committee
Jan McComb
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Good afternoon Chair Hass and members of the Senate Education & Workforce Development
Committee. For the record, I am Jan McComb speaking on behalf of the Oregon Department of
Education. I am here with Mitch Kruska, the director responsible for our corrections and juvenile
detention education programs. HB 4008 gives the two youth corrections programs the benefit of
extended ADMw.

Background
The Oregon Department of Education is responsible for educating the youth housed in Youth
Corrections (operated by the state) and Juvenile Detention (operated by counties). These programs
are often referred to as YCEP for "Youth Corrections Education Program" and JDEP for "Juvenile
Detention Education Program."

Youth housed in youth corrections facilities are adjudicated and have been sentenced. There are ten
youth corrections facilities. The length of stay varies depending on the youth's reason for being
placed in OYA custody, but the average length of stay is approximately a year. Last school year there
were 1,231 individual youths that were housed in a youth corrections facility. On any given day there
were about 479 Youth Corrections Education Program students.

Youth housed in juvenile detention facilities have been detained and most have not yet been
through the court system. There are eleven juvenile detention facilities. The average stay is 8.2 days
(2012-13). Last school year there were 3,207 youths that passed through Juvenile Detention
Education Program facilities, and on any given day, an average 195 youths were housed in detention
facilities.

In the relatively distant past, the teachers in these facilities were ODE employees. ODE now
contracts for educational services through school districts and ESDs. Those entities bid on the
contracts.

To pay the cost of educating these youth, the state uses the State School Fund. Service providers
receive a per-student weighted amount of funding.

Issue
The day-to-day fluctuation in enrollment represents a lot of instability, as kids move in and out of
these facilities.

Due to the fluid nature of the student population in these programs and the biennial contracts with education providers, it causes extreme financial hardship when contracts must be reduced mid-biennium due to a reduction in ADMw from the prior year.

This causes instability and jeopardizes the quality of education that can be provided to students in these programs. Students in these programs are the most at-risk students in the state, are typically well below grade-level in academics, and are often behind in credits for graduation. Since students in these programs are from all over the state and return to their home districts, the problem has a potential impact on all school districts. These programs are somewhat comparable to small schools. And like small schools, even mild funding flucations can have a big impact on the education these youth receive.

At the beginning of the biennium contracts are developed with each provider based upon projected enrollment for each program. Actual enrollment is determined by averaging the number of the students actually served each day between July1 and December 31. After December 31, adjustments to the contracts are made and either the service provider receives additional funds or the remainder of the contract is cut to reconcile the actual student count. For example, program A projects it will serve an average of 50 students bewtween July 1 and December 31st. However, when the count is averaged on December 31 it shows the program only served 25 students. As a result, when the final payment is made in February for the remainder of the school year the funding is reduced by 50% resulting in cuts being done by the service provider to balance their budget.

The lack of predictability makes it an unstable place to work and feel secure in a job, if even for just a year. Correctional settings are not the easiest places in which to recruit teachers and being able to know that the funding is stable for the coming year is important.

Kids suffer with the unpredictability, too. The kids being served are ones where school and relationships have not previously been successful. Quick, mid-year reductions of teachers disrupt the consistency of relationships that are critical to these youth.

Many of these youths are also English Language Learners or have special education needs. Another thing to keep in mind is that these programs have a longer school year (11 months) than school districts, so money has to stretch even more.

HB 4008 applies the same extended ADMw option to these programs that is applied to other districts and programs. This allows these programs the opportunity to use the enrollment numbers of the current or prior year, whichever is higher, for funding purposes. The intent of this is to stabilize funding by allowing these programs to better plan for increases and decreases in enrollment.

Legislation

HB 4008 would provide extended ADMw to YCEP and JDEP programs. Because these programs are similar to small schools, the option of having extended ADMw would go a long way to stabilize the funding for these schools. Extended ADMw would allow these programs to reduce their budgets and programs in a more thoughtful, planned manner.

Extended ADMw will bring financial assurance for the current school year, so that teachers will not be laid off in November, which has just happened this year, when the enrollment totals came in below the projections. While this is a relatively minor change, extended ADMw would give these programs stability and predictability

Fiscal Impact
Because the population in these facilities is declining, the fiscal impact for 2014-15 would be zero—they would use this year's (2013-14) numbers, so there would be no net impact on the State School Fund, based on the data we have at this time.

The House passed the bill 59-0.

Thank you for your time; I'd be happy to respond to any questions.