

COSA Workgroups & Legislative Priorities Overview

Joint Committee on Student Success Meeting
9/25/2018





KEY 2019 SESSION GOALS

- **Secure True SSF Roll-Up (\$9.1 - \$9.2 billion)**
- **Full funding for Ballot Measure 98 (\$300 million)**
- **Adequate funding for Early Intervention/Early Childhood Special Education (EI/ECSE) (\$50+ million)**
- **Continued K-12 Facilities Investments**
 - **\$100 million for Seismic Rehabilitation grants**
 - **\$100 million for OSCIM (bond matching) grants**



COSA Workgroups

Background, process, and proposals



OUR PROCESS AND TIMELINE

**Dec.
2017**

Prioritization

After two leadership retreats and more than a dozen regional and statewide meetings, COSA landed on three policy priority areas: Early Learning, Education Workforce, and Social and Emotional Determinants of Health and Education.

**Mar. - Aug.
2018**

Development

COSA convened three corresponding workgroups in March, and they met five times over six months to learn, discuss, and plan. In September, three working policy proposals were drafted as a result of the work.

**Sept.
2018 →**

Advocacy

Now, we work to finalize our policy proposals and transition from “workgroups” to “coalitions” to pass our policy proposals through the Legislature.



PARTICIPANTS

Over 200 people showed up to our meetings – including over half from outside the K-12 space, including:

- CCOs, insurers, and other healthcare partners
- Early learning partners
- Higher education representatives
- Dozens of community-based organizations, advocacy groups, and nonprofits
- ODE, OHA, and other state agencies
- The Governor's Office

This broad participation has created unprecedented potential for policy alignment with the Early Learning Council, ODE, CCOs, OHA, nonprofits, and other stakeholders.





WHERE WE ARE NOW

After six months of discussions, we have working policy proposals for each of the three workgroups. These proposals are drafts and are still undergoing revisions.

- We solicited feedback from all stakeholders who participated in our collaborative process.
- Yesterday was the deadline for stakeholders to submit feedback, and we are reviewing and compiling it prior to producing our final reports.
- When the final reports are done in October, we will share them with the Joint Committee on Student Success so you may consider them.



Workgroups

1

Education Workforce

2

**Social and Emotional Determinants of
Health and Education**

3

Early Learning

EDUCATION WORKFORCE



Grow and diversify the K-12 licensed and Pre-K educator workforces statewide with an emphasis on the need to recruit, retain, and mentor staff of color and bilingual staff in culturally responsive ways by supporting “Grow Your Own” programs

Aligns with JCSS Workgroup Goals: High Quality Classrooms #1 and #2



PROBLEM STATEMENT

The PreK-12 education workforce in Oregon is heading for a crisis on two major fronts.

First, school districts, education service districts, and early education providers are experiencing a workforce shortage and greater difficulties finding qualified educators to fill open positions.

Second, culturally and linguistically diverse students make up more than a third of our current students, but Oregon's educator workforce is not reflective of our diverse student population.





WORKING POLICY PROPOSAL (draft)

In 2019-21, to grow and diversify the education workforce, Oregon will invest \$15.8 million to fund and facilitate the expansion of “Grow Your Own” programs with the creation of the “Next Generation Educator Recruitment and Development Fund.”

The Fund will support local and regional consortiums led by school districts and education service districts to support “Grow Your Own” programs that recruit, educate, train, and mentor individuals to become licensed K-12 educators or enter the Pre-K workforce.

SOCIAL AND EMOTIONAL DETERMINANTS OF HEALTH AND EDUCATION



Improve the social, emotional, mental, and physical health, well-being, and academic capacity of Oregon's students by expanding in-school access to mental and physical health supports and services

Aligns with JCSS Workgroup Goals: Students Ready and Able to Learn #1, 3, and 4



PROBLEM STATEMENT

Oregon's students face obstacles outside of the classroom that have major impacts on their ability to succeed academically and in life.

Students experiencing trauma walk into Oregon classrooms every single day, and our schools lack the resources and infrastructure necessary to support them, leaving thousands of kids without adequate tools to deal with their experiences in a healthy and productive way.





WORKING POLICY PROPOSAL (draft)

In 2019-2021, Oregon will invest \$75 million in a Student Social and Emotional Health and Development Fund to:

- Facilitate the adoption of social and emotional learning (SEL), trauma-informed care (TIC), and mental health curriculum and/or standards, the implementation of professional development and training for school employees, and other student programs or initiatives
- Hire and/or contract student support professionals to work directly with students to serve their health needs
- Form partnerships and build infrastructure between school districts and healthcare organizations for co-location/coordination of health services
- Create a statewide Data Sharing Implementation Team that will eliminate barriers between healthcare and education service providers

EARLY LEARNING



Significantly expand access to high-quality preschool opportunities for Oregon 3-and-4-year-olds whose families have incomes at 200 percent or less of the federal poverty level and other underserved students

Aligns with JCSS Workgroup Goals: Students Ready and Able to Learn #1 and #2



PROBLEM STATEMENT

Today, Oregon is serving only one-third of the children who most need preschool.

As many as 30,000 Oregon children will enter kindergarten over the next two years without needed academic, social, and emotional preparation – and with achievement gaps already developed.

The research is clear: high-quality preschool has significant and long-lasting benefits, particularly for children experiencing poverty.





WORKING POLICY PROPOSAL (draft)

In 2019-21, Oregon will fund a \$163.5 million expansion of the Preschool Promise program to increase access to 10,000 three and four-year-olds whose families have incomes at 200 percent or less of the federal poverty level and other underserved students.

THANK YOU



Additional questions or feedback?

Contact: Executive Director Craig Hawkins, Superintendent Karen Gray or Superintendent Bob Stewart:

- craig@cosa.k12.or.us
- karen.gray@lincoln.k12.or.us
- bob@gladstone.k12.or.us