



**COALITION OF
OREGON SCHOOL
ADMINISTRATORS**



OAESD
OREGON ASSOCIATION OF
EDUCATION SERVICE DISTRICTS



OREGON
SCHOOL
BOARDS
ASSOCIATION

Date: February 5, 2024

To: House Education Committee

From: Parasa Chanramy, Coalition of Oregon School Administrators
Ozzie Rose, Oregon Association of Education Service Districts
Efren Zamudio, Oregon School Boards Association

Subject: Letter of Support for House Bill 4082-1 - Summer Learning Opportunities

Good Afternoon, Chair Neron, Vice Chairs Hudson and Wright, and Members of the House Education Committee:

On behalf of the Coalition of Oregon School Administrators, Oregon Association of Education Service Districts, and Oregon School Boards Association, we submit this letter to express our support for House Bill 4082 with the - 1 amendment.

Collectively, our members lead 197 school districts and 19 education service districts (ESDs) that serve over half a million students in Oregon.

First, we want to thank the Governor’s office and Rep. McLain for collaborating with K-12 education partners, community organizations, foundations and many others on the bill and amendment before you.

We believe that funding for on-going summer learning programs is crucial to helping:

- **Support students and their development - academically, socially, and emotionally**
- **Prevent summer learning slide; and**
- **Close achievement gaps.**

HB 4082-1 will help our state: 1) invest \$50 million in summer learning opportunities in 2024, and 2) establish a summer learning and after school workgroup that will be tasked with developing recommendations to help advance summer learning and afterschool opportunities in the mid- and long-term. Our organizations are committed to working with you, the Governor’s Office, the Department of Education, and a broad coalition of education partners to secure stable and adequate funding for summer learning programs so that we are able to better serve students across Oregon.

Our students cannot afford to lose another summer of learning.



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In preparation for this committee hearing, we reached out to a handful of districts to gather information on:

- **Funding.** The combination of dollars districts utilized in order to support 2023 summer learning programs;
- **Impact.** Examples of how summer learning programs were impacted in 2023, given the absence of dedicated funding for summer learning statewide; and
- **Looking Ahead.** The need for summer learning funding in the future, and how districts would utilize those dollars moving forward.

Here are examples of the streams of funding districts utilized to support summer learning programs in 2023.

- **One-Time Federal Aid:** ESSER dollars
- **Supplemental Federal Funds:** Title I-A (Improving Programs for Students Navigating Poverty), Title I-C (Migrant Education), and Title IV (Student Support and Academic Enrichment Grants)
- **Existing Grant-In-Aid Funds:** High School Success (Measure 98) funds, Student Investment Account dollars, and Summer School Grants for Title I Schools (from the Statewide Education Initiatives Account)
- **Philanthropic Funds:** Grants from statewide and local foundations
- **General Funds:** State School Fund dollars

Outside of general operating dollars, each of these streams of funding have their own unique set of parameters around allowable spending, planning requirements, reporting, and more.

For example:

- ESSER dollars are one-time funds targeted to help students with unfinished learning coming out of the pandemic
- Title I-C funding is focused on serving our Migrant students
- High School Success (Measure 98) dollars must be spent in high school, with the possibility of spending up to 15% of the dollars in 8th grade

In 2023, when our district leaders learned that there would be no dedicated funding for summer learning programs, they were devastated, and tried their best to cobble funding together as quickly as possible, and scrambled to hire staff for summer programs.



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This patchwork approach to summer learning impacted the availability of programs, access to academic and enrichment opportunities, staffing, and community partnerships significantly.

District	Prior to 2023 (with support of Summer Learning Grants)	Summer of 2023 (with no Summer Learning Grants)
Gervais	<p>In the previous two years, when more significant sources of funding were available for summer learning, Gervais offered school-wide programs for preschool students through 8th grade and had daily attendance averages around 275 students.</p> <p>At the high school level – in previous years – Gervais offered a three-day “jump start” program for incoming 9th graders that focused on team building, relationships and field trips to colleges and Willamette Career Academy.</p>	<p>Gervais was only able to serve Migrant students in 1st through 5th grade. In total, they served about 60 students, and they had (on average) a daily attendance rate of about 45 students.</p> <p>At the high school level, Gervais couldn't offer the jump start program in 2023 and they saw how that has impacted the confidence and readiness of their 9th graders in the first few weeks of school.</p>

District	Prior to 2023 (with support of Summer Learning Grants)	Summer of 2023 (with no Summer Learning Grants)
Parkrose	<p>Prior to 2023, with the support of the state summer learning grants, Parkrose served over 500 students with more robust summer programming K-12, in partnership with many community partners.</p>	<p>Parkrose provided support to 200 students this summer (300 less than the prior summer). Summer programming had to be more focused. For example: one grade level class (K-5), only enrichment support for middle school students, and credit recovery for high school students.</p>



More district examples:

Blachly School District: Blachly was not able to provide enough support for their middle and high school students due to the Summer Learning Grant not being authorized in 2023.

Crow-Applegate-Lorane School District: Because of the very late discovery that summer funds were not available, Crow-Applegate-Lorane (CAL) did not have allocated funds from other sources to provide summer learning opportunities. With that, CAL did not offer summer learning programs in 2023.

Klamath County School District: Klamath County cobbled together a combination of funding sources to help cover and backfill their summer programming. They noted that this may not always be the case in the future. In 2023, they offered a short summer session (two weeks) at most of their traditional high schools so students could complete or recover any credits from the second semester that they didn't finish. At the middle school level, they provided a summer enrichment and support program for two weeks.

Salem-Keizer Public Schools: Salem-Keizer was unable to offer more than what was legally required (e.g., summer programs to support students qualifying for migrant services) and what they offered pre-pandemic (e.g., summer programs for schools receiving Title I-A funds). Because of their limited funding, they could not offer summer programs to all students in the district, rather focusing on specific student focal groups. The district's summer programming in 2023 focused on: credit recovery; culturally specific (Migrant Education, Native Education, Black/African American); bridge programs (grades 5 to 6 and grades 8 to 9); and elementary reading and math.

Tigard-Tualatin School District: Tigard-Tualatin reported that the lack of state funding around summer learning impacted well over 1,200 students who were not able to access K-8 enrichment opportunities that were offered over the past two summers. Expansion of credit recovery opportunities, extended learning opportunities in STEM, the arts, content-specific enrichment classes and social emotional learning were also impacted. Over 75 licensed and classified staff were not able to serve students with their expertise and experience via summer programming opportunities.

Uncertainty around summer learning funding makes it very difficult for district leaders to plan and develop program offerings over time, recruit staff, and communicate with families and community partners early about the availability of summer programming and who is eligible to access the programs.



District leaders shared a few examples on how they would like to use summer learning funding next summer.

- **Access and Offerings.** Increase access and the availability of well-rounded summer learning opportunities to more students.
- **Revitalization and expansion of partnerships.** Invest in partnerships to help support more student access summer learning opportunities. This work cannot be done in isolation.
- **Culturally-Specific Programs.** Boost the number of culturally-specific summer program options, in collaboration with community partners.
- **STEAM.** Invest in more STEAM-focused summer program offerings.
- **Teaching and Learning.** Improve instructional materials and curriculum resources.
- **Staffing.** Hire and support more licensed and classified staff; and provide on-going professional development.
- **Program Duration.** Extend the hours of programs to help working families.

Funding summer programming in 2024 will be crucial to helping provide students with consistent educational and mental health services needed to continue to recover from the impacts of the pandemic, accelerate academically, and improve their overall well-being.

Timely and consistent summer learning funding will make it easier to:

- **Plan ahead.** Develop curriculum, organize the summer learning programs, and recruit staff.
- **Increase access and supports for students.** Remove barriers to accessing programs, and provide accommodations.
- **Communicate earlier with families and community partners.** Share information about the availability of programs and offerings over the summer.
- **Monitor and report the impact.** Collect data annually on the programs, and report student progress.
- **Make improvements year-to-year.** Use data to improve the quality of programming, access to programs, and student supports.

On behalf of COSA, OAESD, and OSBA, we want to thank you again for your continued leadership and service, and for the opportunity to share our support for HB 4082-1.

We all know that summer learning support and programs are critical to student engagement and success. And the timing and availability of funding for summer learning makes a significant impact. That's why we support HB 4082-1, and continue to be committed to ensuring that there's more timely, stable, and adequate funding in the future.