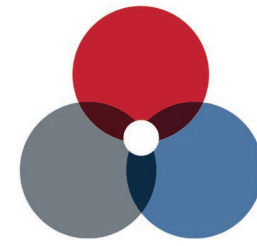


COVID-19 and Education

May 22, 2020



THE CENTER FOR EST. 1913
COMMUNITY SOLUTIONS
RESEARCH • ANALYSIS • ACTION



The Center for Community Solutions

We are a non-partisan, nonprofit that aims to improve health, social and economic conditions through nonpartisan research, policy analysis, communications and advocacy.

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Our Priorities



Advancing Wellbeing of
Older Adults



Enhancing Behavioral Health
Access



Improving Maternal and
Infant Health



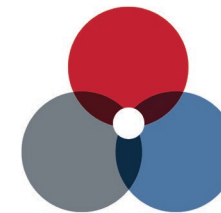
Promoting Comprehensive
Reproductive Health
Education



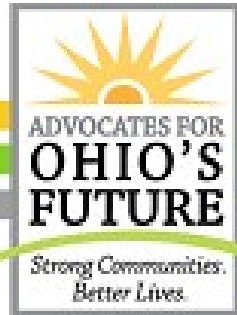
Strengthening Health and
Human Services Safety Net



Supporting Sound Medicaid
Policy



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Advocates for Ohio's Future

Advocates for Ohio's Future (AOF) is a nonpartisan coalition of over 500 Ohio organizations that promotes health and human service budget and policy solutions so that all Ohioans live better lives.

Our coalition believes in investing in our state's most valuable resource—our people—to ensure that they are safe, healthy, and can access pathways to prosperity for themselves and their families.

Kelsey Bergfeld, Coalition Manager

kbergfeld@communitysolutions.com | www.advocatesforohio.org

175 S. Third Street, Suite 350 | Columbus, OH 43215

614-745-0740 ext. 305



Reopening Schools in Ohio

Presented by Melissa Cropper, President Ohio Federation of Teachers
Vice President American Federation of Teachers

Summary of Key Issues to Reopen Schools

- Maintaining physical distancing until the number of new cases declines for at least 14 consecutive days. Reducing the number of new cases is a prerequisite for transitioning to reopening plans on a community-by-community basis.
- Putting in place the infrastructure and resources to test, trace and isolate new cases. Transitioning from community-focused physical distancing and stay-in-place orders to case-specific interventions requires ramping up the capacity to test, trace and isolate each and every new case.
- Deploying the public health tools that prevent the virus' spread and aligning them with education strategies that meet the needs of students.
- Involving workers, unions, parents and communities in all planning. Each workplace and community faces unique challenges related to COVID-19. To ensure that reopening plans address those challenges, broad worker and community involvement is necessary. They must be engaged, educated and empowered.
- Investing in recovery: Do not abandon America's communities or forfeit America's future. These interventions will require more—not less— investments in public health and in our schools, universities, hospitals, and local and state governments. Strengthening communities should be a priority in the recovery.

What school may look like in Fall

- **Physical distancing**—Allowing people to work from home and/or restructuring work to minimize the number of workers physically present in a workspace.
- **Screening**—Utilizing screening measures at work and school sites. This could include temperature-taking, if still recommended as an effective screening measure by the CDC.
- **School-based programming and organization**—Among many things discussed below, redistributing work responsibilities to reduce contact between people.
- **Personal protective equipment and sanitization**—Providing medical-grade masks for health professionals and nonmedical-grade masks for all others, and disinfecting schools on a regular basis, in addition to providing hand-washing and sanitizing stations

Actions Schools Could Take to Reduce Risk

- **Smaller class sizes.** One of the most important measures districts can take is to reduce class sizes. Class sizes of 25 or more students in a small classroom pose obvious risks to student health and safety. Class sizes of 12-15 students will, in most circumstances, make it possible to maintain physical distancing protocols.
- **Split scheduling.** Alternating days of the week or times of the day may offer schools a way of limiting the number of students physically present in the building at any given time. Knowing that split scheduling may cause disruption for parents and guardians, schools should consider putting in place after-school care with safety protocols for students and families most in need.
- **Monitoring access to school facilities.** Schools should closely monitor access to school facilities and limit the number of visitors granted access to school facilities.
- **Transportation.** Districts should consider modifying transportation to provide staggered arrival times and multiple arrival locations to limit large gatherings of students.
- **Staggered lunch and meal times.** Meals should be staggered throughout the day, and schools should consider having students eat in classrooms with appropriate protocols to keep the classroom clean.

Actions Schools Could Take to Reduce Risk

- **Special student populations.** Additional considerations and planning will be needed for students with disabilities, underlying health conditions, asthma or respiratory illness, and special education requirements.
- **Training for staff, students and parents.** Districts should consider providing up-to-date education and training on COVID-19 risk factors and protective behaviors.
- **Alternative plans for after-school programs, sports, recreation and physical fitness.** These activities may need to be adjusted using the above protocols.
- **Space and time considerations.** This includes the need for portable classrooms or additional space if schools are overcrowded.
- **Additional supports.** This includes professional development, small-group instruction, and all the other social-emotional and academic programmatic supports necessary during this transition.

ODE Draft Principles for Reopening schools

- Flexibility for each districts - no one size fits all
- Protect the health and safety of teachers and students
- Assess students academically
- Support literacy and numeracy with intervention opportunities
- Professional development for teachers to train and support children and parents
- Provide SEL and physical health of students and staff
- Prioritize vulnerable students including students including students with disabilities, low income, homeless, ELL, foster care

OFT Core Beliefs

- Children deserve a well-rounded education that focuses not only on content in the core areas but also allows students to explore their passions and engage in learning that is meaningful to them.
- Children deserve equal access to a quality education including the resources that enable them to access learning in a variety of ways.
- Children have different learning styles and learning needs. We have a responsibility to accommodate those differences.

OFT Core Beliefs

- The best learning takes place when children are in a classroom interacting with the teacher and other students. Nothing can adequately replace the relationship-building, social skills building, and interactive learning that takes place in that context.
- Teachers, counselors, paraprofessionals, bus drivers, secretarial staff, school nurses, related service providers, and all support staff play vital roles in meeting the needs of students.
- Our public schools are the lifeline for many students, providing them with food, safety, health, etc.

OFT Core Beliefs

- The best teaching, learning , and working conditions are reached when issues and solutions are jointly identified and collectively bargained.

Budget Issues

CARES Act Provides \$440.3 million in Emergency Relief Formula Funds for K-12 Schools

- Maintain continuity of services and continue employment of existing school staff;
- Purchase educational technology to aid in educational interactions between students and teachers;
- Plan and coordinate for issues related to long-term school closure;
- Coordinate and improve COVID-19 preparedness and response efforts;
- Train school staff on sanitation and purchase supplies to sanitize school facilities;
- Provide mental health services and supports;
- Address the needs of individual schools and the unique needs of low-income children, students with disabilities, and other vulnerable populations; and
- Plan and implement summer learning and supplemental afterschool programs.

Higher Education Funding

- The CARES Act provides 220 Ohio higher education institutions (public and private) with approximately \$396 million in financial relief to address the impacts of COVID-19. Each institution's allocation is determined by a formula that takes into account its relative share of federal Pell Grant recipients (75%) and its relative share of other students (25%). Eligible higher education institutions will receive their allocations directly from U.S. Department of Education.
- OFT represents staff and/or faculty at four Community Colleges. We are concerned about staff and faculty cuts. We see the potential for these college to create a new workforce or entry in higher education.

CARES Act Provides Ohio with \$104.9 million under the Governor's Emergency Education Relief Fund

- Ohio receives \$104.9 million under the Governor's Emergency Education Relief Fund. Ohio's allocation is based on its relative population between the ages of five and 24 (60%) and its relative count of students eligible for federal Title I services, mainly children ages five to 17 living in poverty (40%).
- The Governor must apply to receive these funds, which may be distributed at the Governor's discretion to provide emergency support through grants to school districts or institutions of higher education that are determined to be the most significantly affected by COVID-19. Funding may also be used to provide support to other educational institutions deemed **"essential"** by the Governor for emergency educational services, the provision of **childcare or early childhood education, social and emotional support, and the protection of education-related jobs.**

State FY 2020 budget cuts

- **Foundation Reductions**

- Foundation Funding to Traditional Districts totals \$8.07 billion.
- Payments reduced by \$300.5 million (3.72%)
- Payments will be reduced through the remaining three payments of the year
- Funding is reduced by an equalized per pupil amount
- Per pupil reductions range from \$88.76-\$304.32
- Low wealth districts will see lower per pupil reduction amounts, and higher wealth districts will see higher per pupil reductions

Possible FY 2021 Budget Reductions

- Difficult to estimate revenue loss; possibly multiple billions
- \$300 million Foundation reduction will carry forward; likely more
- Department budget likely reduced more
- Expect to know more in June 2020

Here is What We Know for Sure

- Ohio needs Federal help to sustain K-12 and higher education. Heroes Act would allocate approximately \$2B for K-12 and just under \$1B for Higher Ed.
- Safety is important.
- Education will not look like its pre-pandemic self.
- Out of crisis comes opportunity. We need to be proactive and visionary about how to educate students.

Long-term needs that must be addressed

- Use public dollars to fund public schools, not [private schools.](#)
- Address the social-determinants of education – poverty, trauma, mental health, health care, academic interventions, and digital access.
- Create a safe school climate.
- Establish equitable funding for public institutions.

Why do public colleges and universities exist?

- Higher education used to exist exclusively for the wealthy.
- States began to establish public colleges and universities to provide higher education to “the masses.”
- State leaders believed in funding liberal arts educations and job training as a pathway to the middle class and because of the value of having an educated citizenry in all aspects of life.
- Public higher ed used to be fully funded by the state. Typically, students only had to pay a small amount in fees.

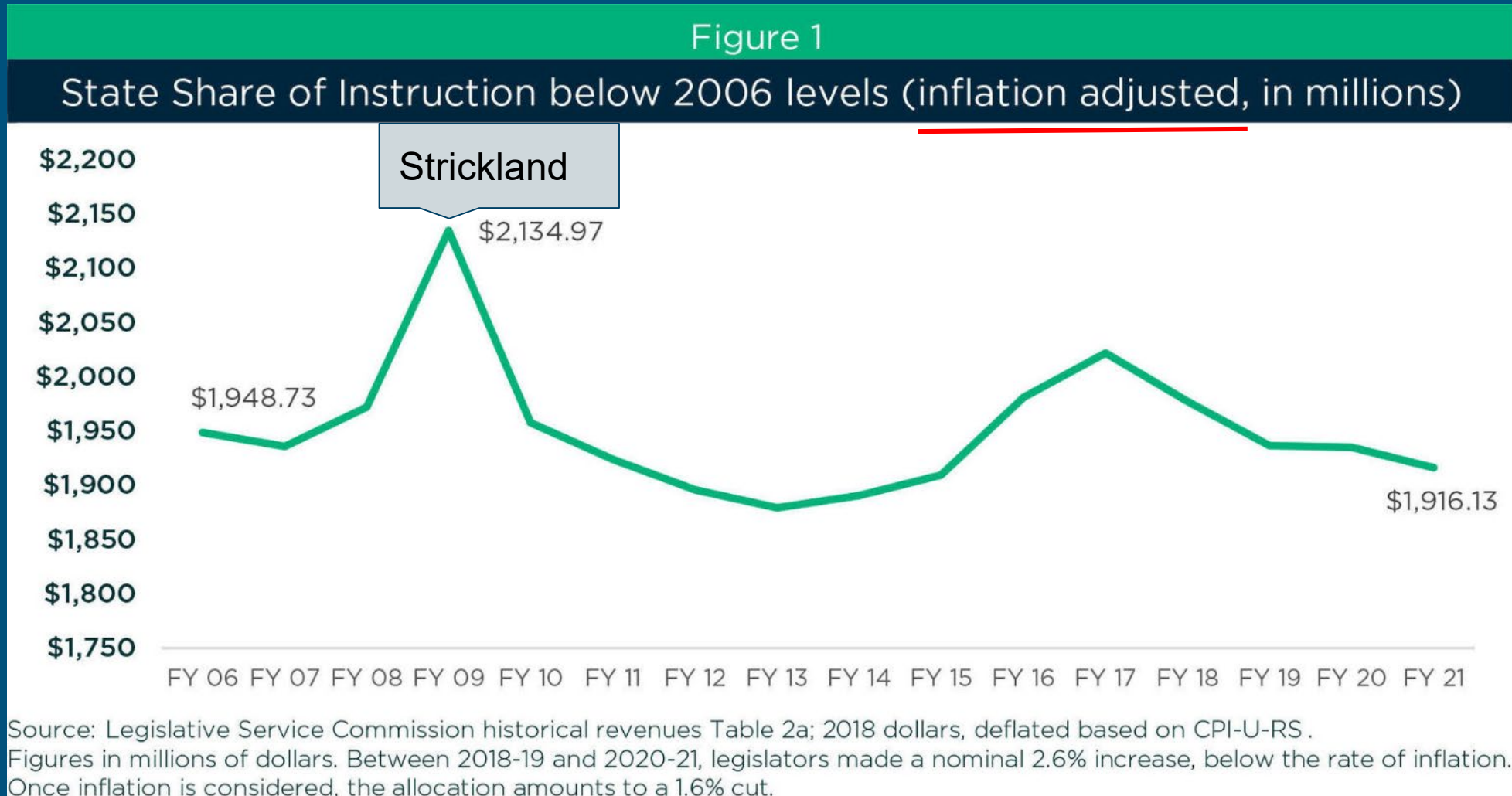
Tax Cuts = Budget Cuts

- Under-funding of education is a manufactured crisis.
- Tax cuts -> Loss of Revenue -> Budget Cuts
- Higher ed a prime target of budget cuts
- Corporatization

SSI Funding Formula

- State Share of Instruction (SSI) is the main funding source from the state to colleges and universities.
- “Open-access” institutions rely more heavily on this support than others.
- SSI used to be based on enrollment.
- Under Gov. Kasich, the funding formula changed to one based primarily on course completions and graduations.
- The state has moved from an opportunity model to a performance model.

SSI, FY 2006-2021



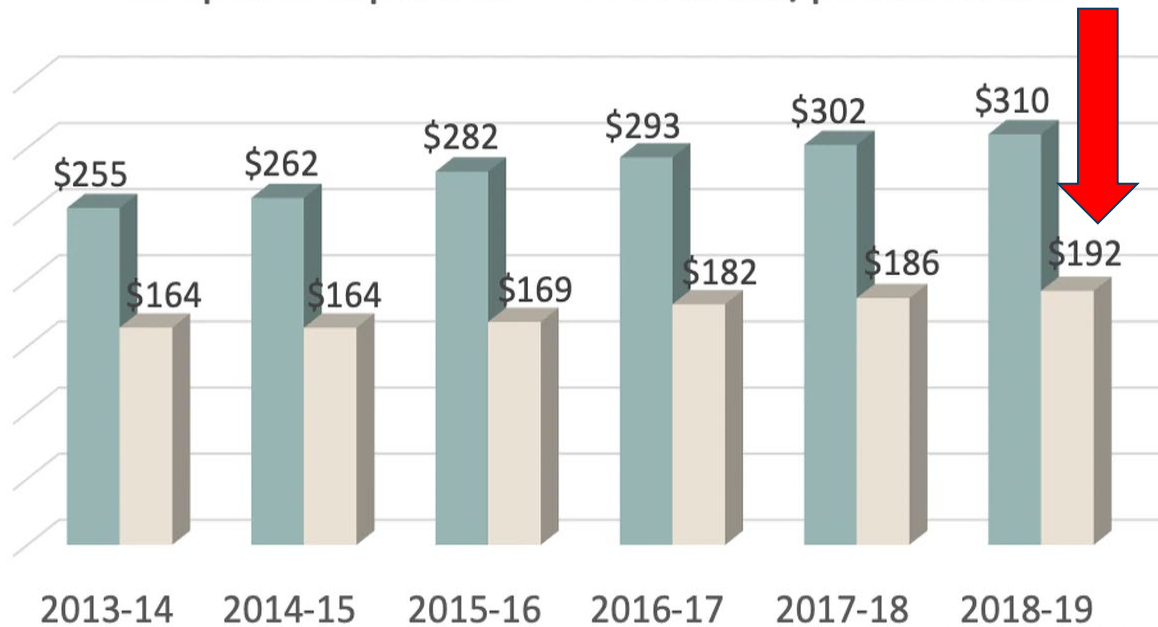
College and University Spending Priorities

- What percent of college and university budgets are spent employing faculty (all faculty from adjunct to full-time tenured, salary and benefits)?
 - Two-year community colleges: 45% on average
 - Four-year universities: 25% on average
 - The rise in part-time/adjunct labor
- Where do the other 55% and 75% of the budgets go?
 - Administration
 - Athletics
 - Construction
 - Staff, Maintenance

Athletic Subsidy & Cost to Students

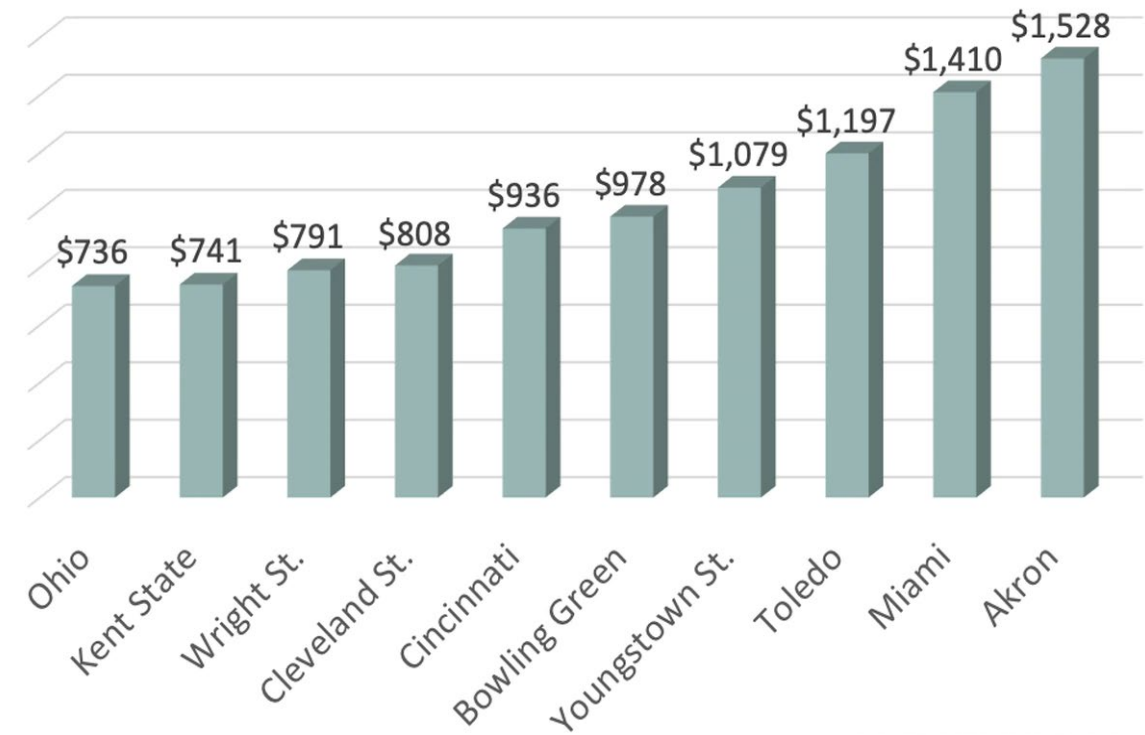
Ohio public university sports subsidies (millions)
at the 10 Division I schools, excluding Ohio State

■ Sports expenses ■ Student/public share



RICH EXNER/CLEVELAND.COM

Cost per student on campus



RICH EXNER/CLEVELAND.COM

College Credit Plus

- Formerly “Post-secondary enrollment options” (PSEO)
- “Time to degree” has replaced quality
- Revenue losses for colleges and universities

Impact of COVID-19

- COVID-19 did not single-handedly cause financial problems at colleges and universities; it exacerbated existing ones.
- Institutions did, however, lose millions in refunds to students. \$110m cut from higher ed for FY 2020.
- Summer enrollments down; fall enrollments largely unknown.
- Sweeping, drastic changes already implemented or proposed: restructuring, program and college eliminations, faculty and staff terminations, pay reductions.

Federal Relief & Refocus on Academic Mission

- There was some federal aid to colleges and universities in the CARES Act. However, it was about 1/5 of what institutions requested to weather this storm. We need another relief bill with more unrestricted aid to higher ed.
- Colleges and universities must use this as an opportunity to refocus resources on the academic mission.

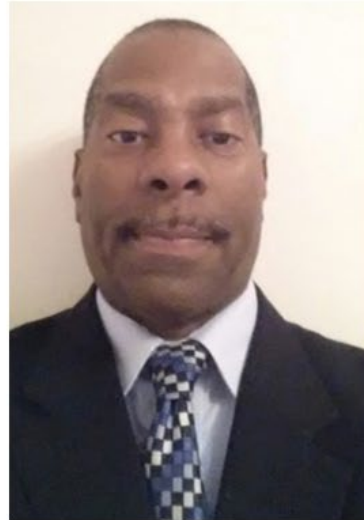
Future of Ohio Higher Ed

- The dangers of being on campus, especially residential campuses
 - And the financial dangers of not being on campus
- What will colleges and universities look like after this financial fallout?
- We need state and federal government leaders who support truly public education

Questions?



Melissa Cropper
Ohio Federation of Teachers
Ohio AFL-CIO



Darold Johnson
Ohio Federation of Teachers



Sara Kilpatrick
American Association of
University Professors,
Ohio Conference

