	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Initiative	Metric	Bill Section	Purpose	Goals	Agency / Board	Target Outcomes	Projected Target Group	Funding Mechanism	Eligible recipients	Selection Criteria	GRB	Additional ODE Staffing
2													
3	Support Implementation of Common Core Standards	1. Number of students who demonstrate proficiency in math and science in HS increases 10%. 2. At least 30% more educators report increased satisfaction in professional support/development.	1(3) (a)	Provide educators with curricular resources and access to professional development that supports instructional shifts needed to help students achieve the CCSS ************************** Develop comprehensive systems that build educator capacity to teach with the Common Core State Standards furthering the intent of a Professional Development Clearinghouse proposed by2009 legislation in SB 443	Catalog awareness activities and actions in order to address gaps in implementation plans ************************** Conduct CCSS training in collaboration with districts, ESDs, post-secondary institutions, and other providers of curriculum resources ************************** Establish a process to support embedded professional time for teacher teams to work on CCSS implementation. ************************** Partner with other agencies, research consortiums, and developers of materials to support effective access to resources and instructional practices related to CCSS ************************** Establish systems for deep and meaningful educator engagement around development of CCSS tools & resources ************************** Develop an interactive network portal for educations to share content and resources across common core implementation and PD activities	ODE/SBE	Teachers have embedded professional time to work together to plan lessons, assess student work, and practice applying CCSS to instructional tasks. Teachers increase in their proficiency to shift instruction that the CCSS demand. ************************** Tools and supports for teaching with common core standards reach all teachers, classroom coaches and administrators. ************************** Teachers and administrators participate in the identification and evaluation of high-quality, classroom materials/resources and professional development resources. ************************** Portal systems are enhanced to support sharing of common pacing calendars, curriculum maps based on CCSS standards, multiple choice or rubric-based formative and summative assessments, and CCSS-aligned resources.	Schools and districts to fund time and resources for 30,000 educators ************************** Educators developing, sharing, and using resources	Formulas, grants, and contracts	School districts, ESDs and other PD providers	Innovative, engaging, effective programs; use of technology & community partners; and see bill section 1(6)	$5 M	.33 Oper & Policy Analyst 4 (step 2) ************* .5 Ops and Pol 3 (step 2) ************* 3 Education Spec 2 (step 2) ************* 1 Pol Analyst 3 (step 2) ************* .25 Prog Analyst 4 (step 2) ************* .5 Admin Support 1 (Step 2) ************* .5 Off spec (step 2) ************* .5 ISS 7 (Step 2)
4													
6												$5M	$1,308,813
7													Includes S&S

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Initiative	OEIB Metric	Bill Section	Purpose	Goals	Agency/Board	Target Outcomes	Projected Target Group	Eligible recipients	Funding Mechanism	Selection Criteria	GRB	Staffing
2													
3	**Mentoring**	At least 30% more educators report increased satisfaction in professional support/development	Sec.1(3)(d)	Increase support for newly licensed and newly employed teachers and administrators	Provide up to two years of quality mentoring for newly hired teachers and administrators with less than two years of experience ************************ Provide training, technical assistance, and resources to support district mentoring activities ************************ Oregon adopts best practices for first year hiring and teaching assignments	ODE/SBE	Mentors will be trained to mentor new teachers and administrators ***************************** All new teachers and administrators in their first two years will receive coaching from a mentor ***************************** Educator retention rates will increase ***************************** Evaluative data collected from various stakeholders will be used to refine and improve the program	85% all new teachers and administrators in their first or second year of employment in an Oregon public school	Oregon public school districts, ESDs, professional associaitons, nonprofits	Formula and contracts	Approved district plan to implement a recognized mentoring program that meets state criteria for fidelity and evidence of success	$10 M	• 5 Ed Spec 2 (step 2) • .25 FTE of 1 Manager F (Step 2) •.25 FTE of 1 Oper. Analyst (step 2) • .25 of 1 Office Spec 2 (Step 2) .33 of 1 RA4
5 6 7 8 9 10 11	**School District Collaboration Grant**	At least 30% more educators report increased satisfaction in professional support/development	Sec.1(3)(c)	To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching. Expand opportunities for professional collaboration, professional development and new career pathways offered through the School District Collaboration Grant (ORS 329.838)	Extends successful models from the School District Collaboration Grant in four areas: career pathways, evaluation processes, compensation models, and enhanced professional development opportunities for teachers and administrators to serve more districts	ODE / State Board	Teacher led teams will complete approved blueprint designs in the four effectiveness areas. ***************************** Teacher led teams will implement blueprints around career pathways, evaluation processes, compensation models, and enhanced professional development	In 2013-14 approximately 2500 teachers and leaders in 2 design districts and 12 implem. Districts. In 2014-15 approximately 2300 teachers and leader in 4 design districts and 11 implem. Districts	Districts and ESDs, nonprofits	Contracts	Innovative, engaging, effective programs; use of technology & community partners; and see bill section 1(6)	$12M	1 Ed Spec 2 (step 2) .5 FTE of 1 Manager (Step 9) .25 FTE of 1 Oper. Analyst (step 2) .25 of 1 Office Spec 2 (Step 2)

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Initiative	OEIB Metric	Bill Section	Purpose	Goals	Agency/Board	Target Outcomes	Projected Target Group	Eligible recipients	Funding Mechanism	Selection Criteria	GRB	Staffing
12	Educator Evaluation and Effectiveness	At least 30% more educators report increased satisfaction in professional support/development.	Sec.1(3)(b)	Implement Educator Evaluation and Effectiveness System statewide	Educator effectiveness improves. Support full implementation of Educator Evaluation and Support systems required by SB 290 and outlined in the adopted Oregon Framework	ODE/SBE	197 districts will implement their local teacher and administrator evaluation and support systems aligned with the Oregon Framework. ****************************** Training, professional development and technical support will be provided regionally based on results of needs assessments. ****************************** Districts and ESDs will have valid and reliable local evaluation systems meeting ESEA waiver. ****************************** District, ESD, and State capacity for collecting and using evaluation data will be streamlined and useful for system improvements. ****************************** Related policy frameworks are strengthened.	28,000+ employed teachers and 2,000+ employed administrators	197 school districts, ESDs, regional consortiums, professional associations, and other contractors	Contracts and formula	Psychometric capacity, cost-effectiveness, sustainability, use of technology, and engagement of stakeholder groups	$5M	• 1 Ed Spec 2 (step 2) • .25 FTE of 1 Manager F (Step 2) •.25 FTE of 1 Oper. Analyst (step 2) • .5 of 1 Exec Support 2 (Step 2) .33 of 1 RA4(step2)
13												$27M TOTAL	$1,102,693
14													Includes S&S

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Initiative	OEIB Metric	Bill Section	Purpose	Goals	Agency / Board	Target Outcomes	Projected Target Group	Funding Mechanism	Eligible recipients	Selection Criteria	GRB	Additional ODE Staffing
2													
3	Aligning professional development plans to school improvement objectives and educators' needs	At least 30% more educators report increased satisfaction in professional support/development	Sec.1(3)(e)	Support leadership efforts in schools and districts to create need-based professional development frameworks and provide support for educator's needs and student learning. ************************* Support systematic access to professional development in rural regons of the state	Enhance educational leaders' capacity to strategically plan and support professional development ************************* Develop rural capacity to support planning and sharing of professonal development resources	ODE/SBE	Regional workshops and coaching for district, school and teacher leaders. ************************************ Rural school districts collaborate on plans, proposals and subsidies in service and curricula that are in the best interest of rural schools. ************************************ Access to educational professional development opportunities for educators in rural communities and schools throughout Oregon is increased.	Building principals and district administrators **************** Students and educators in 59% of Oregon's schools districts who serve fewer than 999 students	Contracts	ESDs, professional organizations, nonprofits	School and district needs **************** *Geographic balance, equity lens, demonstrated success at serving target group, evidence based practices, and address bill section 1(6)	$1,300,000	
4		1. At least 75% of Priority and Focus schools will achieve growth for all students and for subgroups greater than the state average. 2. At least 30% more educators report increased satisfaction in professional support/development	Sec.1(3)(e)	Increase the number of districts closing the achievement gap for economically disadvantaged, ELL and students with special needs.	Scale up the number of sound professional development activities and implementation of effective practice	ODE/SBE	More teachers will have professional development opportunities to practice using skills like data literacy	Teachers in 35 school districts serving approximately 200,000 students	Contracts	Large, medium, and small school districts and ESDs	School and district requests	$1.7M	.25 Oper & Policy Analyst 3 (step 2) .5 Ed Spec 2 (step 2)
5												$3M	$160,955
6													Includes S&S
7													
8													
9													
10													
11													
12													
13													

	Initiative	OEIB Metric	Bill Section	Strategy	Agency / Board	Purpose / Goals	Target Outcomes	Projected Target Group	Funding Mechanism	Eligible recipients	Selection Criteria	GRB	Additional ODE Staffing
3	Closing the Achievement Gap	75% of priority & focus schools achieve growth for subgroups greater than state average	1(3) (f)	Develop a process for replicating exemplar programs across the state	ODE/SBE	Develop at least four demonstration sites to serve as models and resources for other districts wishing to replicate services. ************************ Develop a team of practitioners and researchers who help guide development, improvement and evaluation of EL program models and practices.	Professional network is formed across the state engaging educators sharing practices, and research on effective models.	78,000 EL students accessing quality programs that promote English Language Development, dual language development and mastery of core subject areas. 38,500 teachers and building and district administrators in 197 districts.	Contracts	ODE; contract to districts, ESDs, individuals or agencies	By application to ODE establishing readiness	2M	
5	Closing the Achievement Gap	At least 30% more educators report increased satisfaction in professional support/development	1(3) (f)	Helps school districts implement best practices and evidence based models ************************ Ensure valid use of assessment data that provide accurate and understandable reports to a variety of users. Expand access to valid and reliable assessment tools that are appropriate to program models.	ODE/SBE	Develop and provide tools and resources to support implementation, benchmarking and continuous improvement of instructional programs for identified student populations ************************ Provide training for educators on implementation of a new statewide assessment for English Learners	Leaders have the tools required to support and monitor the implementation of quality programs designed for English Learners and other identified student populations. ************************ Number of students who have or are receiving ELL services reading at grade level by 5th grade increases 75%	78,000 English Language Learners in Oregon 28,500 employed teachers	Contracts	ODE, districts, ESDs, individuals or agencies	ODE: distribution through training and in-service	4M	1 Asst Sup (Manager H) (step 2) 3 Ed Spec 2 (step 5) 1 Exec Support 1 (step 2)

	Initiative	OEIB Metric	Bill Section	Strategy	Agency / Board	Purpose / Goals	Target Outcomes	Projected Target Group	Funding Mechanism	Eligible recipients	Selection Criteria	GRB	Additional ODE Staffing	
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1–6	Closing the Achievement Gap	Levels of employer satisfaction with new teachers prepared in OR increased 30%	1(3) (f)	Support for future and current educators to better serve all student populations	ODE/SBE	Incorporate more culturally responsive training into educator preparation curriculum. *********************** Develop dual language immersion preparation programs. Increase access for existing workforce to endorsement offerings.	All new initial licensed teachers and administrators prepared in OR acquire basic knowledge regarding culturally responsive teaching, English Learners and language acquisition that helps them provide students access to academic content regardless of language skills of teacher or students.	2,000 new initial licensed teachers and administrators prepared annually in Oregon. Portion of 28,000+ employed teachers 2,000+ employed administrators	Grants	Post-secondary institutions and non-profit	By application to ODE establishing readiness	2M		
7												**$8M Total**	$1,381,353	
8													Includes S&S	

	Initiative	OEIB Metric	Bill Section	Strategy	Agency / Board	Purpose / Goals	Target Outcomes	Projected Target Group	Funding Mechanism	Eligible recipients	Selection Criteria	GRB	Additional ODE Staffing
			A	B	C	D	E	F	G	H	I	J	K	L	M
3	Student Centered Learning	1. At least 50% of students who graduate from HS earned nine or more college credits & achievement gap decreases 5%. 2. Learning standards and assessment tools are uniform and span	Sec.1(3)(g))	Oregon continues to phase in Essential Skills as part of the Oregon Diploma requirements adopted by the SBE in 2008.	ODE/SBE	Support development and use of assessments that align with College and Career Readiness.	5-8 districts receive technical assistance needed to develop Essential Skills assessments aligned with CCR standards. ********************* Educators receive support and training to modify grading models to align with HB 2220.	197 school districts	Grants and contracts	ODE to distribute funding to school districts, ESDs, individual public schools, nonprofit organizations, post-secondary institutions, or consortiums	Demonstrated success at serving target group, innovative practices use of technology; and address bill section 1(6)	$1.2M	
4 / 5 / 6	Student Centered Learning	At least 30% more educators report increased satisfaction in professional support/development.	Sec.1(3)(g))	Schools implement personalized learning environments and allow students to advance upon demonstrated mastery of state standards. Learning structures and staffing models meet students needs and students increase in engagement and motivation.	ODE/SBE	Scale up proficiency-based or student-centered learning demonstration sites to inform practice. ************************* Expand and deepen proficiency expertise across Oregon through regional training/coaching services and access to shared resources.	Demonstration sites fully implementing Proficiency Based models that provide leadership for the rest of the state. ********************** Documened impact of proficiency practices on K-12 student achievement, teacher practices, and stakeholders. ********************** More students experience personalized learning environments that assure proficiency on key learning outcomes. ********************** Teachers have access to PBTL resources, consistent PBTL training, content coaches, proficiency experts, and networking ability with other implementation sites.	Three-four geographically selected, diverse demonstration sites serving 1,000 educators and their students each year. Access (sub coverage) to participate in PBTL professional development, visit demonstration sites, work with content coaches, access resources and time to plan more personalized learning for students	Grants and contracts	ODE to distribute funding to school districts, ESDs individual public schools, nonprofit organizations, post-secondary institutions, or consortiums	Geographic balance, diversity, demonstrated success at serving target group, evidence based practices, and address bill section 1(6)	1.8M	.66 Oper & Policy Analyst 4 (step 2) *************** 1 Education Spec 2 (step 2) *************** .25 Prog Analyst 4 (step 2) *************** .5 Admin Support 1 (Step 2)
7												**$3.0M**	$478,830
8													Includes S&S

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Initiative	OEIB Metric	Bill Section	Purpose	Goals	Agency / Board	Target Outcomes	Projected Target Group	Funding Mechanism	Eligible recipients	Selection Criteria	GRB	Additional ODE Staffing
2													
3	Educator Preparation	professionals (PK-12) projected to enter OR education workforce within two years who are non-white, Hispanic, or whose native language is not English. Newly hired educators and their employers indicate 80% satisfaction with their preparation.	1(3) (h)	Implement statewide educator recruitment activiites	Implement a statewide approach to educator recruitment that carries out the intent of the Oregon Teacher Corps (2011 Session SB 242), Oregon's Minority Teacher Act (2013 Session SB 755	OEIB/ODE	Statewide campaign to promote interest in education related careers ***************************** Model high school cadet programs that identify and support future teachers ***************************** District based minority educator recruitment projects ***************************** Scholarship funds for teacher candidates preparing to work in hard to fill positions	Middle/high students Career changes District employees	Contracts and grants	OEIB; in cooperation with Governor's office ESDs, school districts, professional associations, non-profit organizations, post-secondary institutions	Innovative, effective programs that engage community partners, use technology and see bill section 1(6)	$2M	
4	Educator Preparation	10% increase in number of education professionals (PK-12) projected to enter OR education workforce within two years who are non-white, Hispanic, or whose native language is not English. Newly hired educators and their employers indicate 80% satisfaction with their preparation.	1(3) (h)	Strengthen and transform educator preparation programs to prepare skilled and culturally responsive teachers and administrators prepared in high need areas and classroom/schol ready when they graduate. ************************ **** Strengthen instruction, accountability and sharing of best practices among educator preparation programs	Develop partnerships that develop model teacher and administrator preparation programs. ************************** Develop and provide pedagogy institutes for educator preparation faculty ************************ Improve access to in-service courses for place-bound students. ************************ Help institutions better track their graduates ************************ Support timely and systematic feedback loops from employers and graduates of educator preparation programs ************************ Establish reliability and validity for Oregon's required Teacher Work Sample used in all initial licensure programs	ODE/OEIB, HECC	University/school district partnerships are implemented ***************************** Professional development is available for educator preparation facultly on topics ***************************** Educators have access to more cross institutional online program offerings in high need areas such as CTE, Dual Language, Teacher Leadership, Early Childhood, STEM, Data Literacy, etc. ***************************** *Data systems are able to regularly track supply, demand, minority teacher data, hiring, and retention. ***************************** Follow up results from graduates and employers are regularly collected and used for improvement ***************************** The Teacher Work Samples used in programs are valid and reliable measures	65% of all educator candidates prepared in Oregon impacting 25% of Oregon's K-12 student populations ***************************** Over 1000 educator preparation faculty professional development ***************************** Preservice and in-service teachers and administrators statewide ***************************** District Human Resource Offices, TSPC, ODE, and Educator Preparation programs ***************************** Newly hired teachers and administrators along with school and district supervisors ***************************** All teacher preparation programs in Oregon ***************************** Superintendents, principals, HR directors, educator preparation deans and faculty	Grants and contracts	Post-secondary institutions, non-profit organizations, professional associations through competitive funding ***************************** Contractors able to meet RFP requirements	University/district or ESD partnerships that integrate coursework with applied clinical experiences, strengthen the preparation and compensation of clinical faculty and address bill section 1(6) ***************************** Innovative, effective programs that engage community partners, use technology and address bill section 1(6) ***************************** Innovative proposals that are cross-institutional, offer access to place bound students, and address bill section 1(6) ***************************** Psychometric capacity, cost-effectiveness, sustainability, use of technology, and engagement of stakeholder groups	$5 M	• 1 Prog Anal 2 (step 2) • .25 FTE of 1 Manager F (Step 2) •. • .5 of 1 Exec Support 2 (Step 2)
6												$7M	$324,302
7													Includes S&S

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Initiative	OEIB Metric	Bill Section	Purpose	Goals	Agency / Board	Target Outcomes	Projected Target Group	Funding Mechanism	Eligible recipients	Selection Criteria	GRB	Staffing
2	Early Learning Professional Development	20% more children are ready to enter Kindergarten Thirty percent (268) more early childcare educators achieving Step 9 or above (AA degree or higher) professional development recognition on Oregon Registry	Sec.1(3)(i)	Expand professional development supports to Oregon early childhood educators aligned with Quality Rating and Improvement System, Kindergarten Assessment, and the screening tool ASQ	Develop and offer low cost professional development opportunities for early childcare educators Increase the number of progression of credentials, and degrees available for early childcare educators Development of a statewide plan for professional licensure for early childhood educators in formalized early education settings	Early Learning Division/ODE; distribute through Early Learning Hubs	Young children are served by professionals who have quality professional development aligned with QRIS. *************************** Early childhood educators have full access to low cost and effective professional development.	300 early childhood educators which include child care educators; Head Start-OPK educators; Early Intervention / Early Childhood Special Education	Grants and contracts	ODE including the Early Learning Division, early learning educators, community colleges, and Child Care Resource and Referral agencies, Oregon Center for Career, Development, TRI	Demonstrated success at reaching target group	$1M	.5 ed spec 2 (step 2)
3		10% increase in number of education professionals (PK-12) projected to enter OR education workforce within two years who are non-white, Hispanic, or whose native language is not English	Sec.1(3)(i)	Provide financial incentives to early childhood educators to access professional development	Provide scholarships to minority students or those from low-income backgrounds able to access professional development and training in early childhood	Early Learning Division/ODE; distribute through Early Learning Hubs	Increase by 10% the number of non-white, Hispanic or individuals whose native language is not English who are able to participate in professional development and training	100 early learning instructors, infant/toddler and child care workers, Early Intervention / Early Childhood Special Education personnel, Head Start instructors and assistants	Formulas and contracts	ODE, including Early Learning Division, Child Care Resource and Referral agencies, Oregon Center for Career Development, community colleges,4-year colleges and universities and other non-profit agencies	Distribute through existing early childhood professional development system	$1M	.5 ed spec 2 (step 2)
4												$2M	$243,054