



John A. Kitzhaber, MD, Governor

**OREGON EDUCATION
INVESTMENT BOARD**

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**OREGON DEPARTMENT
OF EDUCATION**

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**Report on Strategic Initiatives to the Joint
Committee on Ways and Means**

“The revitalization and restoration of public education in Oregon isn’t just about the K-12 budget number. It’s about making smart, strategic investments that give us the greatest leverage for improvement, including kindergarten readiness, third grade reading proficiency, high school completion, STEM, workforce readiness and teacher effectiveness.”

Governor John A. Kitzhaber, M.D.

February 1, 2014

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EXECUTIVE SUMMARY

Senate Bill 5518 (2013) established the budget for the Oregon Department of Education (ODE). Included in the budget report for this bill was a direction to report during the 2014 legislative session on the implementation of the strategic initiatives established by House Bills (HBs) 3232 and 3233 (2013).

Specifically the budget note directed that:

The Oregon Education Investment Board, the Oregon Department of Education and other education-related agencies are directed to report to the Joint Committee on Ways and Means during the 2014 legislative session on the progress of implementing the education strategic initiatives and the Network for Quality Teaching and Learning.

HB 3232 (2013) Strategic Investments:

HB 3232 directs the Oregon Education Investment Board to design, implement and report on programs that make strategic investments in three areas:

- Oregon Early Reading Program
- Guidance and Support for Post-Secondary Aspirations Program
- Connecting to the World of Work Program

The OEIB is charged with developing timelines, performance measures and other requirements related to the accumulation and evaluation of data collected in relation to the programs. The Department of Education, Oregon Student Access Commission, Department of Community Colleges and Workforce Development and Oregon Arts Commission are directed to administer the programs within the strategic investments.

The total appropriation to all agencies for HB 3232 was \$29.3 million. However, the Legislature held back two percent of this amount, which has not been expended by the agencies.

HB 3233 (2013) Network of Quality Teaching and Learning:

HB 3233 establishes the Network of Quality Teaching and Learning, which provides funding for a comprehensive system of support for educators that creates a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system.

The Oregon Education Investment Board is directed to support the network and establish accountability systems for the network. The Oregon Department of Education is directed to support the network, disseminate best practices and distribute grant and contract funds to school districts, community colleges, post-secondary institutions, providers of early learning services and nonprofit organizations.

The total appropriation to the Oregon Department of Education for HB 3233 was \$45 million with \$33 million transferred from the State School Fund and \$12 million transferred from the Common School Fund by vote of the State Land Board.

After enactment of the legislation, the OEIB and ODE established an aggressive timeline for distribution of the grants and contracts related to strategic initiatives. HB 3232 and 3233

became law on July 25, 2013 and the first award letters to recipients of the first grant awarded under this legislation were sent on August 29, 2013. It is expected that all monies will be awarded by the end of May, 2014.

The budget note directed the agencies to include in the report other specific information relating to HB 3232 and 3233. Two of these areas relate to the individual program areas and the grants and contracts awarded in these areas. Further details about each program area that specifically address the budget note is included in the appendix to this report.

The third area of the budget note asked for recommendations regarding changes in law or practice. Currently, the OEIB is engaging in a process to determine areas for strategic investments and anticipates that it will have recommendations for the 2015 legislative session. At this time the agencies are not recommending any amendments in 2014 to either HB 3232 or 3233. However, the agencies have requested through other reporting required to the Joint Committee on Ways and Means that the Legislature restore the two percent of the total appropriation for HB 3232 that was held back.

As part of the progress reports to the legislative committees, the Department of Education has identified some practices that it adjusted based on stakeholder input. For example, time periods for RFP responses were extended to give grant applicants adequate time to respond. Our February report will contain additional information about agency grant award practices that were adjusted based on stakeholder input. However, none of these practice changes required changes to law by the Legislature.

The fourth area of the report asked for information about the transfer of funding between program categories. To date, there has been no transfer of funding between the program funding categories specified in the budget report.

The full report can be found at the Department of Education's web page on the Strategic Initiatives: <http://www.ode.state.or.us/search/page/?id=3958>

REPORTING ON STRATEGIC INITIATIVES BUDGET NOTE

The Oregon Education Investment Board, the Oregon Department of Education and other education-related agencies are directed to report to the Joint Committee on Ways and Means during the 2014 legislative session on the progress of implementing the education strategic initiatives and the Network for Quality Teaching and Learning. The report shall include, at the least, the following:

1. For each individual program, the total amount of grants or contracts awarded or entered into, the amount of grants or contracts committed to but not awarded, and the amount of funding remaining to be committed.
2. For each individual program, a list of recipients of the grant award or contract, a short description of program or service the grant or contract was for, the target group of the program or service, the anticipated number served by the grant or contract, and the anticipated outcome of the grant or contract.
3. Any changes to law or practice that would improve the initiatives or network that should be considered by the Legislature during the 2014 or 2015 sessions.
4. Any transfer of funding between individual programs and initiatives from the amount of funding assumed during the 2013 session and the rationale for making each of the transfers. Network: The agency may transfer up to 20% of the funding among the six categories if it determines it is more effective to redistribute the funds. Strategic Initiatives: The agency may transfer up to 15% of funding among programs within the strategic initiatives policy package and/or among the four major policy packages (Oregon Reads, Preparation for the World of Work, Support for Middle and High School, and Seamless Transitions).

(Senate Bill 5518 *Budget Report and Measure Summary* , dated 6/21/13, page 15).

INTRODUCTION

The Legislature established the Oregon Education Investment Board (OEIB) in 2011 for the purpose of ensuring that all public school students in this state reach the education outcomes established for the state, and specifically charged the OEIB with “recommending strategic investments in order to ensure that the public education budget is integrated and is targeted to achieve the education outcomes established for the state.” SB 909 (2011).

In 2012, the Legislature adopted SB 1581, which established achievement compacts between OEIB and every school district, Education Service District, community college and public university in the state, focusing all parties on key outcomes. Those outcomes include:

- More children entering Kindergarten ready to learn
- More 3rd graders reading at or above grade level
- More 9th graders finishing on track with credits and strong attendance records
- Increased high school graduation rates
- Increased college enrollment rates
- Increased certificate & degree attainment
- Closing achievement gaps that exist on all outcomes for underserved students (students of color, economically disadvantaged students, students receiving special education services, and non-native English speakers)

Then, to fulfill its role of recommending strategic investments targeted to achieve these critical outcomes, the OEIB developed a set of strategic investments in student success (Oregon Early Literacy Initiative, Guidance and Support for Post-Secondary Aspirations Initiative, and Connecting to the World of Work Initiative), ultimately adopted through HB 3232. OEIB also recommended an investment in several critical supports and programs for educators and leaders, connected through a statewide Network of Quality Teaching & Learning, adopted through HB 3233. All of these strategic investments are designed to (1) rapidly improve performance on these key outcomes; (2) close achievement gaps; (3) encourage collaboration and leverage resources; and (4) build networks to replicate successful strategies and best practices across the state.


In order to fulfill its other statutory charge of creating a seamless education system, from early learning through to post-secondary, OEIB recommended that nearly all of these strategic investments be administered not through OEIB agency, but through other agencies. The large majority of funds were ultimately appropriated to the Oregon Department of Education (ODE), but small programs are included in OEIB, the Oregon Student Access Commission (OSAC), the State Library, and the Oregon Arts Commission.

PART 1:

For each individual program, the total amount of grants or contracts awarded or entered into, the amount of grants or contracts committed to but not awarded, and the amount of funding remaining to be committed.

After enactment of the legislation, the OEIB and ODE established an aggressive timeline for distribution of the grants and contracts related to the strategic initiatives. HB 3232 and 3233 became law on July 25, 2013 and the first award letters to recipients of the first grant awarded under this legislation were sent on August 29, 2013. Under this timeline the last grant funding is to be awarded in April and May of 2014.

AWARD TIMELINE			
Year 1 2013-2014	RFP Draft	Response Due	Funding
Round 1	July	Aug-October	Sept - Nov
Round 2	Oct/Nov	Nov-Jan	Feb-March
Round 3	Dec/Jan	Feb-March	April-May



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Round 1 Grants were for programs currently in existence or for those requiring swift action so that programs could receive funds prior to the start of the school year. An example of a Round 1 Grant is the Teacher and Administrator Mentoring Grant.

Round 2 Grants were those which could be created in a short period of time. Many of these grants also directly focused on closing the achievement gap. An example of a Round 2 Grant is the Closing the Achievement Gap for African American Youth.

Round 3 Grants were those that required additional time to seek out stakeholder input or form partnerships in order to leverage public money. An example of a Round 3 Grant is a Regional STEM Hub Grant.

House Bill 3232

HB 3232 specifically charges OEIB with developing timelines, performance measures and other requirements around data necessary for evaluation of outcomes. Since passage of the bill, OEIB has worked closely with ODE to build timelines, requirements and evaluation plans to ensure the success of the strategic investment programs. OEIB and ODE have developed a joint leadership team that meets for 2 hours every week to review Requests for Proposals (RFPs), monitor timelines and activities, discuss the outcomes being achieved, and ensure equity across populations, communities and partners. Details of the process and results thus far are provided in this report.

Further, OEIB has an obligation in HB 3232 to report back to the Legislature by January 1, 2015 on how the specific key outcomes have been changed as a result of the strategic investments. OEIB has developed a Policy & Research Unit and prepared a plan for evaluating the impact of the strategic investments in order to meet this statutory deadline. We expect to report measurable improvement as a result of the strategic investments.

Given the aggressive timeline for distribution, many of the funds made available by HB 3232 have already been awarded or committed to support the statewide efforts to improve student performance on key measures and invest in educators' professional growth. The table below summarizes the amount available for each program, the amount legislatively approved for department-level activities (Dept. Ops), the grants/contracts awarded or committed, and the remaining funding that will be committed by May 2014. The total appropriation to all agencies for HB 3232 was \$29.3 million. However, the Legislature held back two percent of this amount.

Specific Initiatives	(1) Total Funding After 2% Holdback (2)+(6)	(2) Budgeted DEPT OPS	(3) Grants/Contracts Awarded	(4) Grants/Contracts Committed	(5) Remaining Balance	(6) Total Distribution by May 2014 (3)+(4)+(5)
Table 1.1: Early Reading						
Print Resource Distribution	\$ 245,000	\$ 13,570	\$ -	\$ -	\$ 231,430	\$ 231,430
Parent & Caregiver Training in Pre-literacy	735,000	40,711	-	-	694,289	694,289
Time for Family Reading & Availability of Books	784,000	43,425	-	-	740,575	740,575
Expanded Reading	3,920,000	217,125	2,000,000	-	1,702,875	3,702,875
Response to Intervention – Struggling Readers	1,960,000	108,563	1,000,000	-	851,437	1,851,437
Total Early Reading	\$ 7,644,000	\$ 423,394	\$ 3,000,000	\$ -	\$ 4,220,606	\$ 7,220,606

Specific Initiatives	(1) Total Funding After 2% Holdback (2)+(6)	(2) Budgeted DEPT OPS	(3) Grants/Contracts Awarded	(4) Grants/Contracts Committed	(5) Remaining Balance	(6) Total Distribution by May 2014 (3)+(4)+(5)
Table 1.2: Guidance & Support for Postsecondary Aspirations						
Student Mentoring, Monitoring, Acceleration	\$ 2,940,000	\$ 321,100	\$ 2,109,775	\$ 18,900	\$ 490,225	\$ 2,618,900
Accelerated College Opportunities	2,940,000	321,100	-	-	2,618,900	2,618,900
Total Guidance & Support for Postsecondary Aspirations	\$ 5,880,000	\$ 642,200	\$ 2,109,775	\$ 18,900	\$ 3,109,125	\$ 5,237,800

Table 1.3: Connecting to the World of Work						
Eastern Promise Scale-up	\$ 3,960,000	\$ 361,790	\$ 2,200,000	\$ -	\$ 1,398,210	\$ 3,598,210
Regional STEM & CTE Networks	2,450,000	151,497	-	-	2,298,503	2,298,503
Underserved STEM/STEAM Populations	2,450,000	151,497	-	-	2,298,503	2,298,503
STEM/STEAM Lab Schools	2,940,000	181,796	-	-	2,758,204	2,758,204
Total Connecting to the World of Work	\$ 11,800,000	\$ 846,580	\$ 2,200,000	\$ -	\$ 8,753,420	\$ 10,953,420

Total Strategic Student Investments	\$ 25,324,000	\$ 1,912,174	\$ 7,309,775	\$ 18,900	\$ 16,083,151	\$ 23,411,826
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House Bill 3233

The single biggest in-school factor for the success of students is the educator. As everyone knows, educators are key in terms of impacting outcomes for students. Furthermore we know firsthand that teaching is complex and must be continually refined to meet students' needs and increased expectations. Thus, for Oregon to reach its 40/40/20 Goal and the outcomes adopted by OEIB, building statewide capacity to develop a culture of leadership and support educators is critical.

With the investment made in July 2013, the Network of Quality Teaching and Learning was launched with key investments in:

- Mentoring for new educators
- Educator evaluation and effectiveness
- Common Core State Standards implementation

- School district collaboration and development of teacher leaders
- An educator workforce that more closely mirrors student demographics
- Educator preparation/district clinical partnerships and shared accountability
- Closing the achievement gap
- Early learning professional development

HB 3233 tasked OEIB specifically with ensuring the Network of Quality Teaching and Learning is accountable for outcomes. OEIB has collaborated with ODE throughout the implementation of the specific programs in the Network, and OEIB and ODE's work now involves conducting and disseminating research on best practices, coordinating results from the investments, focusing on the targets, creating communities of practice and communicating what works for students. OEIB and ODE are also deeply engaged in the work of improving the recruitment and retention of educators of color and non-Native English speakers, in order to reach the goals set forth in the Minority Teacher Act.

Lastly, OEIB has developed a Network Advisory made up of teachers, Oregon Education Association representatives, representatives from Chalkboard, COSA and other experts in teacher and leader development, a legislator, and several superintendents and principals. The Network Advisory will assist ODE and OEIB in:

- Promoting the scaling up of the most effective practices through the Network
- Developing the infrastructure needed to maximize the network (e.g. portal)
- Elevating the role of Oregon's educators in using, contributing to, and shaping the Network
- Linking the Network to other community-based efforts such as Regional Achievement Collaboratives, Early Learning Hubs, and STEM Networks
- Developing strong connections between the Network and postsecondary partners who are preparing educators and conducting research on key issues in education

Given the aggressive timeline for distribution, many of the funds made available by HB 3233 have already gone out to support the statewide efforts to improve student performance on key measures and invest in the professional growth of educators. The tables below summarize the amount available for each program, the total amount of grants, the contracts awarded and the remaining funding that will be committed by May, 2014. The total appropriation to the Oregon Department of Education for HB 3233 was \$45 million with \$33 million transferred from the State School Fund and \$12 million transferred from the Common School Fund by vote of the State Land Board.

Specific Initiatives	(1) Total Funding After 2% Holdback (2)+(6)	(2) Budgeted DEPT OPS	(3) Grants/Contracts Awarded	(4) Grants/Contracts Committed	(5) Remaining Balance	(6) Total Distribution by May 2014 (3)+(4)+(5)
Table 1.4 Educator Effectiveness						
Mentoring	\$ 9,600,000	\$ 539,400	\$ 2,493,200	\$ 2,564,200	\$ 4,003,200	\$ 9,060,600
Collaboration Grants	12,300,000	691,014	5,619,500	-	5,989,486	11,608,986
Educator Effectiveness & Support Systems Implementation	5,000,000	452,000	3,287,644	-	1,260,356	4,548,000
Total Educator Effectiveness	\$ 26,900,000	\$ 1,682,414	\$ 11,400,344	\$ 2,564,200	\$ 11,253,042	\$ 25,217,586

Table 1.5: Support of the Common Core						
Common Core Implementation	\$ 5,000,000	\$ 881,724	\$ 3,282,644	\$ -	\$ 835,632	\$ 4,118,276

Table 1.6: Student Centered Learning						
Proficiency based student-centered teaching & learning models	\$ 700,000	\$ 97,937	\$ -	\$ -	\$ 602,063	\$ 602,063
College and Career Ready Assessment Development	1,200,000	167,893	-	-	1,032,107	1,032,107
Total Student Centered Learning	\$ 1,900,000	\$ 265,830	\$ -	\$ -	\$ 1,634,170	\$ 1,634,170

Table 1.7: Closing the Achievement Gap						
Dual Language Bilingual	\$ 1,326,036	\$ 326,036	\$ 880,000	\$ -	\$ 120,000	\$ 1,000,000
African American Students	795,622	195,622	599,820	180	-	600,000
English Language Proficiency Standards	726,270	178,570	-	547,700	-	547,700
Culturally Responsive Teaching	1,989,054	489,054	-	-	1,500,000	1,500,000
American Indian/Alaskan Native Students	663,018	163,018	-	-	500,000	500,000
Total Closing the Achievement Gap	\$ 5,500,000	\$ 1,352,300	\$ 1,479,820	\$ 547,880	\$ 2,120,000	\$ 4,147,700

Specific Initiatives	(1) Total Funding After 2% Holdback (2)+(6)	(2) Budgeted DEPT OPS	(3) Grants/Contracts Awarded	(4) Grants/Contracts Committed	(5) Remaining Balance	(6) Total Distribution by May 2014 (3)+(4)+(5)
Table 1.8: Educator Preparation						
Educator Preparation Programs	\$ 1,000,000	\$ 45,311	\$ 467,000	\$ -	\$ 487,689	\$ 954,689
Oregon Teacher Work Sample (TWS)	300,000	13,593	-	-	286,407	286,407
Pedagogy Institutes	350,000	15,859	-	-	334,141	334,141
Data System	100,000	4,531	-	-	95,469	95,469
Educator Recruitment Oregon Teacher Corps & Minority Teacher Act	566,000	25,646	-	-	540,354	540,354
Statewide Educator Retention	184,000	8,337	-	-	175,663	175,663
Total Educator Preparation	\$ 2,500,000	\$ 113,277	\$ 467,000	\$ -	\$ 1,919,723	\$ 2,386,723

Table 1.9: Aligning Professional Development						
Leadership Improvement	\$ 1,450,000	\$ 54,527	\$ -	\$ -	\$ 1,395,473	\$ 1,395,473
TELL Tool	250,000	-	250,000	-	-	250,000
Support for ESD Grant writing	285,000	-	285,000	-	-	285,000
Rural District support for Educator Effectiveness	715,000	32,074	672,190	-	10,736	682,926
Total Aligning Professional Development Plans	\$ 2,700,000	\$ 86,601	\$ 1,207,190	\$ -	\$ 1,406,209	\$ 2,613,399

Table 1.10: Early Learning Professional Development						
Early Educator Training	\$ 500,000	\$ -	\$ -	\$ -	\$ 500,000	\$ 500,000

Total Network for Quality Teaching & Learning	\$ 45,000,000	\$ 4,382,146	\$ 17,836,998	\$ 3,112,080	\$ 19,668,776	\$ 40,617,854
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PART 2:

For each individual program, a list of recipients of the grant award or contract, a short description of program or service the grant or contract was for, the target group of the program or service, the anticipated number served by the grant or contract, and the anticipated outcome of the grant or contract.

Both HB 3232 and 3233 directed the OEIB, ODE and other agencies to distribute grants to a range of recipients which included early learning service providers, public schools, school districts, education service districts, post-secondary institutions and non-profit organizations. The students and educators served by the grants and contracts are from across our P-20 education system.

Included within this report in Appendices 2 (HB 3232) and 4 (HB 3233) are descriptions of each individual program including the target group, number to be served by the grant and the anticipated outcome or goals of the grant or contract.

Additionally, one of the charges by the Legislature is for grant recipients to be geographically diverse. An analysis of the geographic diversity of the recipients shows that grant recipients are from all areas of the state. All school districts have received at least two grants and there are 26 school districts that have received at least five grants. These districts represent all areas of the state.

School Districts receiving five or more grants:

Adel, Central, David Douglas, Eagle Point, Forest Grove, Greater Albany, Hillsboro, Hood River, Jewell, Jefferson Co, Junction City, Lincoln Co., Mapleton, Medford, Milton-Freewater, Portland, Reynolds, Rogue River, Nyssa, Parkrose, Salem-Keizer, Sheridan, Silver Falls, Springfield, McMinnville, N. Wasco.

PART 3:

Any changes to law or practice that would improve the initiatives or network that should be considered by the Legislature during the 2014 or 2015 sessions.

Currently, the OEIB is engaging in a process to determine areas for strategic investments and anticipates that it will have recommendations for the 2015 legislative session. At this time the agencies are not recommending any amendments in 2014 to either HB 3232 or 3233. However, the agencies have requested through other reporting required to the Joint Committee on Ways and Means that the Legislature restore the two percent of the total appropriation for HB 3232 that was held back.

Although the OEIB and the Department of Education have identified some practices that were adjusted based on stakeholder input. None of these practice changes required changes to law by the Legislature.

Initially the first grants were released with short response timelines to enable funds to be distributed to school districts at the beginning of the school year. However, some school districts indicated that the initial timeline for grant distribution was too fast and that they needed more time to respond to RFPs. In response to this time periods for RFP responses were extended to give grant applicants more time to respond. This was particularly done for those grants which require a partnership to be formed of potential grant applicants.

Other stakeholder input from small, rural school districts indicated that grant writing and other technical assistance relating to the initiatives was needed. In response to this input the Department of Education directed funds to education service districts to provide technical assistance. The Department also distributed grant funds to small rural school districts directly to support educator effectiveness and common core implementation work in these districts.

Another practice that was refined continually in the past six months is stakeholder communication. Stakeholder input at various stages of program development and implementation was critical. We therefore extended some timelines to allow for more input and time for applicants to build partnerships and apply with other entities.

Shortly after the bills became law OEIB and ODE established a timeline for distribution of the grants and contracts. This timeline was distributed directly to stakeholders at conferences, meetings and through e-mail distribution lists. We also created one place for stakeholders to go for the most up to date information with a specific web page providing information to the public for the strategic initiatives at: <http://www.ode.state.or.us/search/page/?id=3958>


In order to provide technical assistance to grant applicants ODE established a standard practice of conducting at least two technical assistance webinars that are open to potential applicants during the RFP response time. Details of the grants are provided directly to stakeholders and questions are addressed.

Link to Strategic Initiatives Web Page Appears on the Department of Education Homepage

STRATEGIC INITIATIVES INFORMATION

Investing in Strong Students and Schools



Oregon's Strategic Initiatives will provide a targeted investment in Oregon students and educators. Over the coming months, we will be announcing a number of opportunities for school districts and community partners to submit Request for Proposals to move this important work forward. [Click here to learn more.](#)



Strategic Priorities


- Educator Effectiveness
- Priority & Focus Schools
- Equity: Closing the Achievement Gap
- Common Core Standards & Assessments
- Oregon Diploma
- School Report Cards
- Early Childhood
- Student Wellness
- State Board of Education
- Deputy Superintendent
- Policy, Rules & Laws
- Jobs
- Contact Us

The Oregon Department of Education fosters excellence for every learner through innovation, collaboration, leadership, and service to our education partners.





News and Announcements

- CTE Revitalization Grant Webinar September 27, 2013 - Crafting a Quality Grant Proposal**
 The fifth in a series of webinars related to the CTE Revitalization Grant will be broadcast on Friday, September 27 at 3:00 p.m. This webinar will provide tips on how to write a quality grant proposal. To join the webinar click here on September 27. The...
- CTE Revitalization Grant - Call for Grant Proposal Reviewers**
 The Oregon Department of Education (ODE) is seeking volunteers to serve as grant proposal reviewers. Ideally, reviewers will come from a variety of backgrounds - business, industry, education, labor - and from a wide range of experiences - partnerships...
- CCSS English Language Arts (ELA) and Literacy Instructional Materials Adoption 2013**
 Instructional materials evaluation occurs in August and is proposed for State Board adoption October 18, 2013. Adopted materials are available for purchase by districts. Materials are to be in classrooms by September 2014. Publisher contracts and bid con...
- Free and Reduced Price Meal Income Guidelines for School Year 2013-2014**
 The Oregon Department of Education Child Nutrition Programs announces annually the income guidelines for free and reduced price meals for students in schools operating the National School Lunch and School Breakfast Programs and for free milk in schools...
- September 2013 Science Teacher Update Released**
 In the September 2013 Science Teacher Update you will read about professional development opportunities, teacher and student competitions and awards, and much more. To learn about subscribing to the Science Teacher Update, please visit the Content Area...
...MORE



Link on ODE Website



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PART 4:

Any transfer of funding between individual programs and initiatives from the amount of funding assumed during the 2013 session and the rationale for making each of the transfers. Network: The agency may transfer up to 20% of the funding among the six categories if it determines it is more effective to redistribute the funds. Strategic Initiatives: The agency may transfer up to 15% of funding among programs within the strategic initiatives policy package and/or among the four major policy packages (Oregon Reads, Preparation for the World of Work, Support for Middle and High School, and Seamless Transitions).

To date, there has been no transfer of funding between the program funding categories specified in the budget report. We anticipate that we will make a technical adjustment and move \$400,000 designated for college and career readiness assessments to the common core area. Although this money will still be used for college and career readiness assessments that support common core implementation. By moving the money we can in addition to school districts and nonprofit organizations also potentially attract highly qualified post-secondary institutions to bid on the contracts.

The Oregon Department of Education has also combined or leveraged funding in some areas. One example of this is the combining of funds in the Common Core State Standards and Educator Effectiveness areas.

One component of the Network is to help implement the Common Core State Standards; comply with core teaching standards; provide professional learning for teachers; create collaboration opportunities for teachers; obtain assessments and develop plans to meet school improvement objectives and educator needs and close achievement gaps. Another component is to support Educator Effectiveness (SB290 evaluation and Common Core State Standards implementation) to improve educator practice (teaching and leading) and increase student achievement.

Combining Network support for these two strategic initiatives increases coherence and integration of policies and practices. These two initiatives are inextricably linked and call for fundamental changes in curriculum, instruction and assessment. The Common Core and new educator evaluation systems each demand professionals learn new content, new skills, and new approaches to teaching. Integrating Common Core State Standards and educator effectiveness efforts has a greater potential to improve outcomes and equity for all students.

During the fall, the Department used funds to support District and ESD Professional Learning Teams to attend ODE sponsored regional professional learning conferences based on the national Standards for Professional Learning. A total of more than 1,000 educators attended one of three professional learning conferences held in LaGrande, Portland and Eugene. Close to 100 percent of school districts were represented at the conferences. Additional funds will be allocated to each participating school districts by ADMw to support educator effectiveness (SB290) and CCSS implementation based on district identified needs. The Department has

also specifically allocated funds to small rural school districts to support work in this areas. In addition, opportunities will be provided throughout the biennium for district teams to participate in regional professional networking with the other districts to share best practices. The Department will collaborate with non-profit organizations, postsecondary institutions, and other professional learning providers to support district implementation.

APPENDIX 1:
Strategic Initiatives for Student Success (HB 3232)
Oregon Department of Education
Program List & Completion Status

Early Reading Initiative	Total	Round	Status
Extended time and individualized support (select Focus / Priority schools)	3,702,000	1	Completed
Scale up Oregon Response to Intervention Network	1,851,000	1	Completed
Early literacy instruction for families/caregivers, early childhood educators	694,000	3	RFP
Expanded access to libraries / resources	740,000	3	RFP
Web-based and print resources to families and caregivers	230,000	3	RFP
Guidance & Support for Post-Secondary Aspirations			
Mentoring, monitoring, and acceleration for at-risk middle & high school students	2,600,000	2	Completed
Dual credit, early college credit, & accelerated learning	2,600,000	3	Rule Making
Connecting to the World of Work			
Scale-up of Eastern Promise & expansion to 2-3 other collaboratives	3,598,000	1&3	RFP
Regional STEM and CTE networks	2,298,000	3	Application Review
Underserved STEM/STEAM populations & CTE programming	2,298,000	3	Application Review
STEM/STEAM school models for grades 6-14	2,758,000	3	RFP
Arts related industries exposure to students (Arts Commission)	500,000	3	Completed

APPENDIX 2: PROGRAMS UNDER HB 3232

- **OREGON EARLY READING PROGRAM**
- **GUIDANCE & SUPPORT FOR POST-SECONDARY ASPIRATIONS PROGRAM**
- **CONNECTING TO THE WORLD OF WORK**

(1) The Oregon Education Investment Board shall design and implement programs that make strategic investments to:

- (a) Advance the educational goals of this state, as described in ORS 351.009;
- (b) Improve the employability of graduates from Oregon public schools;
- (c) Close the achievement gap that exists between historically underserved student groups, as defined by the board by rule;
- (d) Assist public education in all regions of this state;
- (e) Promote collaboration and alignment among early childhood service providers, school districts, community colleges, public universities and employers;
- (f) Leverage private, public and community resources;
- (g) Engage parents and child care providers, support families and motivate students;
- (h) Develop and disseminate evidence-based models and best practices that are likely to improve student outcomes;
- (i) Collect data to monitor student progress; and
- (j) Establish networks that allow for the replication of successful practices across this state.

Section1, HB 3232 (codified as ORS 327.800)

Oregon Early Reading Program Section 2, HB 3232 (codified as ORS 327.810)

- (1) The Oregon Education Investment Board shall establish the Oregon Early Reading Program to:
 - (a) Improve the readiness of children preparing to enter into kindergarten; and
 - (b) Improve the reading proficiency of students by the time the students complete the third grade.
- (2) To accomplish the purposes of the Oregon Early Reading Program, moneys shall be distributed for strategic investments that advance at least one of the following missions:
 - (a) Encouraging early reading and involving parents, child care providers and the community in ensuring that children have an early start at reading.
 - (b) Expanding the amount of time spent reading, adult support, the availability of reading materials, cultural relevance and the level of enjoyment that literacy brings.
 - (c) Providing differentiated instruction to assist students with reading in early grades.
- (3) Strategic investment moneys distributed as provided by this section shall be as follows:
 - (a) To the Early Learning Council for the purposes of:
 - (A) Creating materials and curriculum that promote early literacy; and
 - (B) Distributing moneys to libraries, providers of early childhood services, nonprofit organizations, school districts and public schools to provide families and child care providers with the resources necessary to encourage reading at home or to expand access to libraries.
 - (b) To the Department of Education for the purposes of:
 - (A) Extending or expanding reading opportunities in public schools that meet criteria established by the board by providing adult support, programs offered during nonschool hours or increased access to technology; and
 - (B) Increasing the number of school districts that participate in a network in this state that is designed to support school districts in implementing high-quality reading instruction and protocols that identify, support and serve students who are at risk for not reading at grade level early and effectively.
 - (c) To the Oregon Education Investment Board to develop a statewide approach to early reading awareness.
 - (d) To the State Library to expand the Ready to Read program.

Oregon Early Reading Program:
Statewide Reading Campaign

The Oregon Education Investment Board (OEIB) has engaged more than 30 community-based organizations and stakeholders in the planning for the Statewide Reading Campaign. OEIB staff used this engagement to develop an initial plan and scope of work. In fall of 2013, OEIB issued an RFP to the State Enterprise Contract list to obtain services of a vendor to coordinate outreach, focus groups and develop the campaign. After a delay due to staffing changes at OEIB, a contract for up to \$250,000 is currently being developed with the most qualified vendor. OEIB has hired Serena Stoudamire Wesley into a new position, Early Transitions, Equity and Community Director, and one of her focus areas will be overseeing the contract and ensuring that the Statewide Reading Campaign is aligned with other early learning and literacy efforts. She will also be responsible for ensuring that the campaign results in measurable improvement in family engagement and student outcomes in Kindergarten readiness and 3rd grade reading.

Oregon Early Reading Program:
Oregon Early Literacy Grant

Description

House Bill 3232 established the Oregon Early Reading Program during the 2013 Legislative Session for the purpose of strengthening early literacy among children ages 0-6. The goals are to improve children's kindergarten readiness and third grade reading proficiency.

Application

Oregon's Early Learning Council released a Request for Application on January 31, 2014 seeking responses from Early Learning Hubs, providers of early childhood services, nonprofit organizations, libraries, school districts and public schools to either expand the reach of existing early literacy programs or implement new programs that are informed by research-based practices.

Award

The ELC anticipates awarding approximately twenty-five grants to support early literacy ranging from \$50,000 to \$100,000 based on the type of application and number of successful applicants. There will be four ways in which applicants can receive funding:

An Early Learning Hub is an existing or newly created entity designated by regional partners to coordinate early learning services designed to produce better outcomes for children: increase kindergarten readiness for at-risk children, to increase the stable and attached families and to ensure system coordination and efficiency in order to attain Oregon's 40-40-20 Educational Goal. Regional partners may include counties, cities, school districts, education service districts, community colleges, public universities, private educational institutions, faith based organizations, nonprofit service providers, and tribes. These entities are eligible for up to \$100,000.

Applicants not currently affiliated with a Hub but are interested in serving communities that are within the service area of an Early Learning Hub. These applicants must include a letter of support from the Hub and may apply for up to \$50,000.

Applicants seeking to serve communities that do not fall within the service area of an Early Learning Hub at the time the application is submitted may apply for up to \$50,000. When additional contracts are awarded to ensure statewide coverage of Early Learning Hubs, it is expected that early literacy programs funded through this grant will become a part of the Hub's work plan.

Applicants representing nonprofit organizations seeking to serve multiple communities throughout the state may partner with more than one Early Learning Hub and may apply for up

to \$50,000. Letters of support from all applicable Early Learning Hubs will be required to demonstrate coordination between the applicant and the Early Learning Hubs.

The ELC is seeking to fund early literacy partnerships that will build the capacity of adults to engage in high quality reading experiences with children, expand reading opportunities for children, increase the frequency with which children are read to in the home, and expand access to books, libraries, and/or materials and curriculum that promote early literacy.

Status

The application was announced on January 31, 2014 with applications due prior to March 14, 2014. It is expected that award announcements will be prior to April 11, 2014.

Oregon Early Reading Program:
Early Reading Opportunities Grant (Focus and Priority Schools)

Description

Under the Oregon Early Reading Program a strategic investment of \$4 million (prior to 2% holdback) was designated by the Legislature and the Department of Education for the purpose of:

Extending or expanding reading opportunities in public schools that meet criteria established by the board by providing adult support, programs offered during nonschool hours or increased access to technology.

To assist schools in moving forward with their improvement efforts an Early Reading Opportunities Grant were made available to Focus and Priority schools that serve students in any grade from kindergarten through grade 8. These schools have been identified as the lowest achieving schools in the state most with significant achievement gaps. These schools have already been involved in a yearlong process to assess their programs and develop a Comprehensive Achievement Plan (CAP) that is geared specifically to closing the achievement gap and raising student achievement.

The grant program awarded up to \$40,000 per year to those schools that have identified methods within their CAP to use extend or expand reading opportunities by

- (a) Providing adult support;
- (b) Offering programs during non-school hours; or
- (c) Increasing access to technology.

Schools that receive funds in the 2013-14 fiscal years will also receive funding in the 2014-15 school year. Funding in the second year will be determined based on availability of funds and the number of schools that qualify for the grant.

Award

- Of the 92 Focus and Priority schools, 68 were eligible. All eligible schools applied and were awarded the \$40,000 two year grant.
- In the first year, the team awarded to as many districts as possible within available funding. In addition, those districts who did not get the state grant within limits of rule, a federal grant was awarded in same amount for the same purpose using School Improvement Funds.
- Those districts who submitted a plan that did not originally align with the requirements were contacted by their ODE point person and coached on how to improve their plan to meet the requirements.
- Applications were available August 16, 2013 and due back August 26th, 2013.
- The grants were available to districts October 31, 2013.

Expanded Reading Opportunities Grant Recipients 2013

Alder Elementary School	Aumsville Elementary School
Bonanza Elementary School	Brookwood Elementary School
Buff Intermediate School	Chiloquin Elementary School
Davis Elementary School	Glenfair Elementary School
Hartley Elementary School	Highland Elementary School
Margaret Scott Elementary School	Mills Elementary School
Reedville Elementary School	Riverside Elementary School
Stearns Elementary School	Warm Springs Elem School
Brooks/Gervais Elementary School	César Chávez K-8 School
La Pine Elementary School	Ockley Green
Rigler Elementary School	Rosa Parks Elementary School
Rosland Elementary	Scott Elementary School
Sitton Elementary School	Vernon Elementary School
Whitman Elementary School	Woodlawn Elementary School
Woodmere Elementary School	Cascades School
Central Linn Elementary School	Chenowith Elementary School
Colonel Wright Elementary School	East Gresham Elem School
Ferndale Elementary School	Green Acres School
Hall Elementary School	Henry L. Slater Elem School
Lincoln Elementary School	Nellie Muir Elementary School
River Road/El Camino del Rio Elementary School	Spring Creek Elementary School
Stella Mayfield Elementary School	West Gresham Elem School
Dayton Grade School	Faulconer-Chapman School
Fern Hill Elementary School	Joseph Gale Elementary School
Laurel Elementary School	Hillside/Little Butte School
Oliver Elementary School	Otto Petersen Elem School
Parklane Elementary School	Prescott Elementary School
Russell Academy	Sacramento Elementary School
Shaver Elementary School	Siletz Valley School
Vernonia Elementary School	West Park Elementary School
Four Corners Elementary School	Grant Community School
Richmond Elementary School	Scott Elementary School
Swegle Elementary School	

Additional Details

The Oregon Department of Education provided technical assistance to the Focus and Priority Schools on how to leverage grant funds from different sources.

In addition to the Strategic Investment Grant Focus and Priority Schools also receive federal School Improvement funds that are based on the size of their schools. This year the Focus and Priority schools received between \$23,000 and \$64,000 in school improvement funds to implement their CAP (Comprehensive Achievement Plan) this money is in addition to the coach the school receives to help improve teaching and learning.

A Priority School Staffing Grant was also made available through HB 2322. Fifteen schools were eligible (must be a k-8 school not already receiving a Federal SIG grant). These schools were awarded \$100,000 to be spent in the biennium. The grant must be used to hire a “full time, licensed staff”. The grant funds were made available October 31, 2013.

Priority School Staffing Grant Recipients

Bonanza Elementary School
Chenoweth Elementary School
Chiloquin Elementary School
Davis Elementary School
Dayton Grade School
Hall Elementary School
Mapleton Elementary School
McNary Heights Elementary School
Ockley Green
Oliver Elementary School
River Road/El Camino del Rio Elementary School
Rosa Parks Elementary School
Siletz Valley School
Warm Springs Elementary School
Woodlawn Elementary School

Oregon Early Reading Program:
Response to Intervention – Network Program Expansion

Description:

Enrolled HB 3232 provides an opportunity to extend the successful implementation of a network model for Response to Intervention (RTI) to additional school districts throughout the State of Oregon. The goal of Oregon’s RTI Initiative is to provide skills and knowledge districts need to build systemic, accurate and sustainable academic support for all students; and provide guidance to districts to support implementation of IDEA policy for RTI.

HB 3232, Section 2(b)(B) requires the Oregon Department of Education to increase the number of school districts that participate in a network in this state that is designed to support school districts in implementing high-quality reading instruction protocols that identify, support and serve students at risk for not reading at grade level early and effectively. To effectively carry out the intent of the legislation, \$1,960,000 was appropriated for the 2013/15 biennium, with approximately half designated each year for program expansion.

Application:

The prior contract with Tigard-Tualatin School District to provide training for competitively selected school districts throughout the state was extended immediately upon announcement of the legislative approval of the funding. Tigard/Tualatin School District continues to be the contractor through September, 2014. Beginning with the 2014-2015 school year, a new competitive contract will be developed to continue the OrRTI network, with an RFP process commencing in Spring, 2014. Between eight and 15 awards will be made to school districts in each year of the 2013/15 biennium. The awards will be either distributions or competitive, depending on the number of applications received.

Efforts will be made to develop satellite technical support centers in different regions of the state. As of January 28, 2014, there are 10 districts participating in this current phase (Phase IV), one of which is a pre-implementation district. See the table below for additional detail relating to each participating district.

**2013-14 OrRTI Districts:
Phase IV (Expansion)**

Phase IV (Expansion) Districts

District	Start	# of students supported	Status
Clatskanie	August, 2013	355	Full Participation
Creswell	August, 2013	575	Full Participation
Klamath Falls City	January 2014	1,426	Full Participation

Three Rivers	January 2014	1,959	Full Participation
Jewell	January 2014	62	Full Participation
Milton Free-Water	January 2014	855	Full Participation
Plush School District, Lake Co. ESD	January 2014	8	Full Participation
Adel School District, Lake Co. ESD	January 2014	6	Full Participation
North Wasco	January 2014	1,456	Pre-Implementation
Eagle Point	January 2014	1,798	Full Participation

Total # of students: 8,500

Guidance and Support for Post-Secondary Aspirations Program

Section 3, HB 3232 (codified as ORS 327.815)

(1) The Oregon Education Investment Board shall establish the Guidance and Support for Post-Secondary Aspirations Program to:

(a) Increase the number of students in the ninth grade who are making satisfactory progress toward a high school diploma, a modified diploma or an extended diploma; and

(b) Increase the number of students who earn a high school diploma, a modified diploma or an extended diploma and who enroll in a post-secondary institution of higher education.

(2) To accomplish the purposes of the Guidance and Support for Post-Secondary Aspirations Program, moneys shall be distributed for strategic investments that advance at least one of the following missions:

(a) Supporting comprehensive systems of monitoring and support for struggling students.

(b) Ensuring that middle and high school students who had not considered enrolling in post-secondary education are directed toward, and able to access, post-secondary education opportunities that match their interests and abilities.

(3) Strategic investment moneys distributed as provided by this section shall be as follows:

(a) To the Oregon Student Access Commission for the purposes of supporting an expansion of Access to Student Assistance Programs in Reach of Everyone (ASPIRE) in public middle schools, public high schools and community-based sites across this state.

(b) To the Department of Education for the purposes of:

(A) Distributing moneys to school districts and nonprofit organizations to implement comprehensive systems for monitoring progress and providing individualized planning, mentoring, tutoring or other support services to students in grades 6 through 10 who are not making satisfactory progress toward a high school diploma, a modified diploma or an extended diploma.

(B) Creating a scholarship fund aimed at increasing access for underserved students to post-secondary institutions by paying for first-year college courses or accelerated college credit programs.

(c) To the Department of Community Colleges and Workforce Development for the purpose of distributing moneys to school districts, public schools, post-secondary institutions and nonprofit organizations to educate and engage underserved or first-generation college-bound students and their families through counseling programs, parent advocacy, parent education, college visits, college initiatives and assistance with obtaining financial aid.

**Guidance and Support for Post-Secondary Aspirations Program:
Access to Student Assistance Programs in Reach of Everyone (ASPIRE)**

Supporting an expansion of ASPIRE in public middle schools, public high schools and community-based organizations across the state.

Description

Enrolled HB 3232 supported the expansion of Access to Student assistance Programs in Reach of Everyone (ASPIRE) established in 2007 in HB 2729. The program is designed to help students access education and training beyond high school. Students receive information about college options, admissions, and financial aid from trained and supportive volunteers who mentor them throughout the year. ASPIRE operates in middle schools, high schools, and community-based organizations across the state. The goals of the program are to:

- Provide mentoring and resources to help students access education and training beyond high school
- Increase the number of Oregon students seeking and receiving college scholarships, financial aid, and enrolling into postsecondary education or training
- Encourage citizen and community involvement with students in the local community

Application

ASPIRE releases the Request for Partnership Grants Application every spring in anticipation of the following academic year. As soon as legislation was signed by the Governor, partnership grants were ordered for ASPIRE sites. Applications were reviewed and determination for funding was based on number of hours the ASPIRE coordinator works and how the funds were to be used.

Award

The amount of funding available to each ASPIRE site was either \$1,500 (student population 1-499) or \$3,000 (student population 500+) to support 92 ASPIRE coordinators . The coordinator is responsible for:

1. Recruiting and matching students to volunteer mentors
2. Recruiting, supporting, and overseeing the ASPIRE volunteer mentors
3. Raising awareness about ASPIRE in their community.

The funds are provided to underwrite a portion of the cost of a current site employee who assists with ASPIRE activities. To qualify for a second year of funding the site must:

1. Meet requirements for matching funds or in-kind support demonstrated by submission of ASPIRE coordinator contract or position description indicating that at least 5 hours each week are dedicated to ASPIRE program management.
2. Participate in annual meeting with ASPIRE staff to identify goals and key outcome targets and activities to meet those targets.
3. Complete Goals and Outcomes and Progress Reports for periodic review with ASPIRE staff.
4. Participate in annual surveys.

Lifegate	\$1,500	26
Lincoln High School	\$3,000	12
Marathon Education Partners	\$1,500	0
Marshall High School - Bend	\$1,500	2
Marshfield High School	\$3,000	0
Mazama High School	\$3,000	0
McKay High School	\$3,000	120
McKenzie High School	\$1,500	47
McMinnville High School	\$3,000	105
Miller Education Center-West	\$1,500	20
Milwaukie High School	\$3,000	64
Molalla High School	\$3,000	20
Mountain View High School	\$3,000	130
Myrtle Point High School	\$1,500	13
NAYA	\$1,500	7
Newport High School	\$3,000	194
Nixyaawii High School	\$1,500	0
North Bend High School	\$3,000	53
North Eugene High School	\$3,000	347
North Medford High School	\$3,000	0
North Valley High School	\$3,000	74
Northeast Oregon AHEC	\$1,500	0
Oregon Coast Technology School	\$1,500	24
Oregon Outreach Inc.	\$1,500	12
Pacific High School	\$1,500	25
Patton Middle School	\$1,500	0
Phoenix High School	\$3,000	0
Phoenix School of Roseburg	\$1,500	0
Redmond Proficiency Academy	\$3,000	0
Reedsport Community Charter School1A	\$1,500	35
Regis High School	\$1,500	116
Rex Putnam High School	\$3,000	1
Reynolds Learning Academy	\$1,500	0
Ridgeview High School	\$3,000	56
Rogue River High School	\$1,500	0
Sage Community Charter	\$1,500	0
Sam Barlow High School	\$3,000	321
Sandy High School	\$3,000	325
Seaside High School	\$3,000	40
Sheridan High School	\$1,500	0
Sheridan Japanese School	\$1,500	0

Siuslaw High School	\$3,000	149
Siuslaw Middle School	\$1,500	0
South Medford High School	\$3,000	20
South Salem High School	\$3,000	182
Springfield High School	\$3,000	0
St. Helens High School	\$3,000	15
Sunset High School	\$3,000	172
Sweet Home High School	\$3,000	20
Taft	\$3,000	43
Thurston High School	\$3,000	97
Toledo Jr./Sr. High School	\$1,500	34
Triangle Lake Charter School	\$1,500	39
Willamette High School	\$3,000	860
Yamhill-Carlton High School	\$3,000	110
Totals	\$213,000	7,460

Data is due from ASPIRE sites January 31, so a "0" means they haven't reported as of the creation of this table which was prior to that date.

Additional details

An additional 18 partnership grants were awarded to sites through funds received from GEAR UP and The Ford Family Foundation.

The program did not receive funding for an expansion. The loss of a grant in the middle of the 2012 Fiscal Year caused a contraction of the program; however, funding was restored to the 11-13 level through the addition of General Fund resources through the Strategic Investments, enabling us to serve 145 sites. . ASPIRE received \$892,149 GF for operations and \$499,800 GF (net of 2% holdback) for special payments to ASPIRE sites.

**Guidance and Support for Post-Secondary Aspirations Program:
Student Mentoring, Monitoring, Acceleration Grant**

Description

Conceptualized and passed by legislature in HB 3232, the Mentoring program will fund school districts, non-profit organizations and other entities that provide culturally responsive wrap around services to underserved eighth grade students and ninth graders at risk of not achieving six credits before entering 10th grade. The Mentoring program goals are to assist the intentional efforts focused on building a pipeline of students taking accelerated college courses in high school. Preparing eighth and ninth grade students, who might otherwise not consider taking accelerated college courses, for the rigor and planning needed to take accelerated college courses increases the likelihood Oregon students will earn six or more credits prior to entering tenth grade.

Application

The application was released and scored prior to the end of the school year so that organizations would be able to plan to utilize program funds after students returned in the new year. There were 54 proposals received

Award

In order to maximize the reach of the grant, \$2.6M was distributed among the 19 programs. Awardees were ultimately funded, at either 75% of their proposed budget or at \$1,400 per student cost. These funds are projected to serve approximately 5,900 students.

<u>ORGANIZATION</u>	<u>AWARD</u>	<u># of students served</u>
Boys and Girls Club of Corvallis	11,200	8
Catholic Charities	65,189	55
Citizens for Safe Schools	177,147	290
Hood River County School District	146,038	690
Jackson County School District	119,853	623
Jefferson County School District	180,160	405
McMinnville School District	187,500	400
Multnomah School Alliance	113,400	81
NAYA - Native American Youth and Family Center	126,000	194
Newberg School District	85,400	61
Open Meadow	141,945	186
Parkrose School District	179,206	530
REAP - Reaching and Empowering All People, Inc.	88,500	687
Redmond School District	187,500	250
Reynolds School District	181,499	560
Salem-Keizer School District	186,174	309
SEI - Self-Enhancement, Inc.	147,000	105
Siletz Valley Schools	60,200	43
Springfield School District	182,700	423
Total	\$2,566,611	5,900

Guidance and Support for Post-Secondary Aspirations Program: Accelerated College Credit

Description

Under the Guidance and Support of Post-Secondary Aspirations Program a strategic investment of \$2.6 million was designated by the Legislature and the Department of Education for:

Creating a scholarship fund aimed at increasing access for underserved students to post-secondary institutions by paying for first year college courses or accelerated college credit programs.

The legislature also adopted a budget note within the budget report for SB 5518. That budget note is as follows:

The Department of Education is instructed, when making grants to programs for assisting high school students in the payment of fees for examinations which lead to the award of post-secondary education credits, to base the award in the following priority order. First priority is for low income students taking their first nationally standardized examination, second priority is for all other students taking their first nationally standardized examination, third priority is for students taking their second or more nationally standardized examination, and then funding can be made available for students taking non-nationally standardized examinations.

There are two nationally standardized examinations currently offered in Oregon: Advanced Placement and International Baccalaureate. Although neither of these programs are specifically mentioned in HB 3232, the legislature has indicated in subsequent communications that the above referenced budget note was directed at the provision in HB 3232 that is for accelerated college credit programs.

Originally, the Department of Education proposed dividing the funding allocated for this section of HB 3232 between Advanced Placement and International Baccalaureate exam fees and a new dual credit grant program. However, the legislature indicated that its intent is that the entire amount allocated for grants for accelerated college credit should go to pay AP/IB exam fees. Due to this the Department deferred action on this section of HB 3232 at the State Board of Education in December.

Status

Since December, the Department has more confidence that Oregon will be receiving federal funds to cover a portion of the costs of AP\IB exams for low income students for the 2013-2014 school year. With the recent adoption by Congress of the federal budget the Department anticipates that Oregon will receive information shortly about the amount and the restrictions on the use of these funds. In the past Oregon was restricted in the use of federal funds for only exams for low income students which effectively prioritized all exams for low income students first for expenditure of the federal funds. This is a different prioritization than what is described in the budget note which prioritizes first exams for middle income and high income students above second and subsequent exams for low income students.

Until the Department receives further information from the United States Department of Education, the Department is concerned that placing the budget note prioritization in a rule could potentially

jeopardize federal funds as it is contrary to the federal prioritization and the rule generally may raise issues of supplanting which is prohibited under this particular federal program. To avoid these issues the Department has placed the rules on hold until more details are received from the federal government.

The Department's goal is to maximize the amount of federal monies available to Oregon for expenditure on AP/IB exams. In doing this, available state funds can also be leveraged so that more students are able to take advantage of these exams. This may require us to also prioritize the state funds for all exams for low income students first which we recognize would be contrary to the budget note but would meet the overall intent of the note to cover as many AP/IB exams for Oregon students as possible.

However, regardless of the prioritization we anticipate that the combination of the state and federal funds will not only cover exams costs for all low income students but also a significant number of other students. It is estimated that the total cost of providing AP/IB exams for the biennium to all low income students is up to \$1.5 million.

Additionally this delay should not impact the payment of exams for the 2013-2014 school year.

Connecting to the World of Work Program
Section 4, HB 3232 (codified as ORS 327.820)

(1) The Oregon Education Investment Board shall establish the Connecting to the World of Work Program to:

- (a) Increase students' proficiency in science, technology, engineering and mathematics; and
- (b) Connect students to the world of work.

(2) To accomplish the purposes of the Connecting to the World of Work Program, moneys shall be distributed for strategic investments that advance the following missions:

(a) Collaborating with other public entities to develop and implement a long-term strategy that advances state educational goals related to science, technology, engineering and mathematics.

(b) Providing investments in programs that engage underserved students in science, technology, engineering or mathematics or in career and technical education.

(c) Developing consortiums of school districts and post-secondary institutions of higher education committed to developing innovative and flexible pathways for students in grades 6 through 12 and in community colleges.

(3) Strategic investment moneys distributed as provided by this section shall be as follows:

(a) To the Department of Education for the purposes of:

(A) Distributing moneys to school districts, post-secondary institutions and nonprofit organizations to create regional networks, or expand upon existing regional networks, to support science, technology, engineering and mathematics and career and technical education.

(B) Distributing moneys to school districts, public schools, post-secondary institutions and nonprofit organizations to develop public schools focused on science, technology, engineering and mathematics and arts-related industries to serve middle school, high school and community college students.

(C) Distributing moneys to school districts, public schools, post-secondary institutions and nonprofit organizations to increase learning opportunities in science, technology, engineering and mathematics, the arts and career and technical education.

(D) Distributing moneys to consortiums that include at least three school districts, at least one education service district, at least one community college and at least one public or private post-secondary institution to design and deliver individualized, innovative and flexible ways of delivering content, awarding high school and college credit and providing development education for students in high school or in the first two years of post-secondary education.

(b) To the Oregon Arts Commission for the purpose of distributing moneys to school districts, public schools, post-secondary institutions and nonprofit organizations to increase opportunities for students to connect with the arts and arts-related industries.

Connecting to the World of Work Program: STEM Hub Grants

Description

The purposes of the Connecting to the World of Work Program are to:

- (a) Increase students' proficiency, interest, and attainment in science, technology, engineering and mathematics (STEM); and
- (b) Increase the number of students who earn a postsecondary degree requiring proficiency in science, technology, engineering or mathematics.

To accomplish these purposes the Department of Education was directed "to distribute moneys to school districts, post-secondary institutions and nonprofit organizations to create regional networks, or expand upon existing regional networks, to support science, technology, engineering and mathematics and career and technical education."

The Regional STEM Hub Grant was established as part of the Connecting to the World of Work Program with the specific intent to support the educational goals of the State, in addition to further assist with STEM education through collaborative efforts statewide. In order for coherent community collaboration, the following framework has been established for these Regional STEM Hub partnerships. They must include at minimum: 1) a School District, 2) a Postsecondary Institution, 3) a Student-Focused Nonprofit and 4) a Business, Industry or a STEM focused Community Partner.

\$2.5 million was designated for these competitive grants with individual grants being from \$100,000 to \$750,000.

Application

The grant sought school districts, postsecondary institutions, and student-focused nonprofit organizations to apply to be the fiscal agent. The Regional STEM Hubs were required to focus on these five key elements for sustained success: 1) a common agenda, 2) shared measurement systems, 3) mutually reinforcing activities, 4) continuous communication, 5) backbone support organizations.

The Regional STEM Hub Grant was intended to develop, expand and combine collaborative efforts established by local partnerships around to increasing students' proficiency, interest, and attainment in science, technology, engineering and mathematics along with career and technical education. This collaboration will enhance not only scientific and technological innovations, but also an expansion of universal STEM knowledge. To drive this success, the Oregon Regional STEM hubs will create a larger statewide STEM network that will unify in the efforts to a) improve student performance in STEM related content, b) increase interest and improve preparation for STEM careers, and c) become proficient in STEM concepts necessary to make personal and societal decisions.

Across these focus areas, applications that aligned with the Equity Lens adopted by the Oregon Investment Education Investment Board, the State's 40/40/20 goal and efforts that strive to close the achievement gap will be given a priority for funding.

Status

The Request for proposal application was released on December 4, 2013 and were due on January 17, 2014. The Department received 15 applications. The Department is pleased with the applicant pool as it is geographically diverse and is larger than anticipated. The Department expects to notify applicants of final awards by February 10, 2014.

Connecting to the World of Work Program: STEM Lab Schools

Description

The purposes of the Connecting to the World of Work Program are to:

- (a) Increase students' proficiency, interest, and attainment in science, technology, engineering and mathematics (STEM); and
- (b) Increase the number of students who earn a postsecondary degree requiring proficiency in science, technology, engineering or mathematics.

To accomplish these purposes the Department of Education was directed "distribute moneys to public schools, school districts, postsecondary institutions and student-focused nonprofit organizations to develop public schools focusing on science, technology, engineering, and mathematics & the design-related industries to serve middle school, high school and community college students."

The Department established a new grant program as to specifically address the direction of HB 3232 to increase student' proficiency in science, technology, engineering and mathematics and to connect students to the world of work. In addition, doubling the percentage of students in 4th and 8th grades who are proficient or advanced in mathematics & science and doubling the number of students who earn a postsecondary degree requiring proficiency in science, technology, engineering or mathematics are identified as goals in related legislation- specifically HB 2636 (2013). This funding stream will support STEM, STEAM and CTE focused organizations to close the achievement gap and raise student achievement.

\$2.25 million was designated for these competitive grants with individual grants being from \$300,000 to \$700,000.

Application

The STEM Lab School grant supports the implementation of three to five public schools that serve as laboratories for innovation, implementation, and research of highly engaging and effective learning environments in STEM education. STEM Lab Schools will be inclusive, comprehensive schools guided by the principles of the Equity Lens and the State's 40/40/20 goal.

They are expected to embrace a culture of inquiry where students:

- Learn STEM content that is aligned with state, national, and industry standards and is presented in context that makes learning significant and meaningful;
- Have a voice and a choice in pursuit of deeper understanding of STEM principles and practices;
- Develop 21st skills including the Oregon Essential Learning Skills;
- Explore the big ideas of STEM content in depth through critical thinking and problem solving;
- Present authentic demonstrations of learning to STEM professionals or the community for feedback and revision; and
- Have emotional and social supports for students in conjunction with effective culturally responsive pedagogy.

These cutting-edge learning centers will develop meaningful connections between other educational institutions, business, industry, out-of-school educators, and the local community to create and promote STEM and STEM-related career pathways for students. An intentional focus of a lab school is to support the professional learning of current and future educators, the implementation of innovative education models, and educational research in a manner that increases the knowledge and capacity of systems and institutions beyond the school itself.

Status

The Request for proposal applications were released on January 31, 2014 and are due on March 12, 2014. The Department expects to notify applicants of final awards by April 14, 2014.

Connecting to the World of Work Program: STEM, STEAM and CTE Program & Activity Grant

Description

The purposes of the Connecting to the World of Work Program are to:

- (a) Increase students' proficiency, interest, and attainment in science, technology, engineering and mathematics (STEM); and
- (b) Increase the number of students who earn a postsecondary degree requiring proficiency in science, technology, engineering or mathematics.

To accomplish these purposes the Department of Education was directed "to distribute moneys to school districts, public schools, post-secondary institutions and nonprofit organizations to increase learning opportunities in science, technology, engineering and mathematics, the arts and career and technical education."

The STEM, STEAM and/or CTE Program and Activity Grant was established as part of the Connecting to the World of Work Program with the specific intent to support the educational goals of the State in not only formal education settings, but also including after-school programming. In addition, the overarching goal of the STEM Initiatives is to work collaboratively throughout the state.

\$2.5 million was designated for these competitive grants with individual grants being from \$10,000 to \$250,000.

Application

This grant sought public schools, school districts, postsecondary institutions, and student-focused nonprofit organizations to apply to be the fiscal agent. Applicants are required to understand the depth of providing high quality effective STEM instruction, leadership, and learning environments. Applicants were highly encouraged to collaborate with local partnerships and these applicants were given preference.

All applicants must also understand the Oregon Department of Education's STEM Education Initiative as: "An approach to teaching and lifelong learning that emphasizes **the natural interconnectedness** of the four separate STEM disciplines. The connections are made explicit through collaboration between educators resulting in real and appropriate context built into instruction, curriculum, and assessment. The common element of problem solving is emphasized across all STEM disciplines allowing students to discover, explore and apply critical thinking skills as they learn." Paramount to the success of the STEM Initiatives is the expanding collaboration between P-20 education, STEM focused business and industry, student-focused nonprofits, government, informal education providers, parents and students statewide. Through the development and growth of these sustainable partnerships within our community, we can successfully prepare students for the 21st century workforce.

Applicants were also required to demonstrate support, commitment and readiness to provide opportunities to the historically underserved and underrepresented populations.

Status

The Request for proposal application was released on December 18, 2013 and were due on January 29, 2014. The Department received 87 applications. The Department is pleased with the applicant pool as it is geographically diverse, has small, medium and large districts represented and is larger than anticipated. The Department expects to notify applicants of final awards by February 26, 2014.

Connecting to the World of Work Program: Eastern Promise Scale-Up

Description

The Eastern Promise collaborative model has successfully broken down barriers of student achievement by consolidating resources and improving efficiencies. The expansion of this program has the potential to significantly decrease the achievement gap across the state and move us closer to the 40/40/20 goal understanding that the success of every child in Oregon is directly tied to the prosperity of all Oregonians. An Eastern Promise expansion can increase the dialogue to align high school curriculum with post-secondary expectations while preparing students for their post-secondary aspirations. By preparing students earlier in their academic experience, we increase the likelihood a larger number of students will enter tenth grade having earned six or more credits toward graduation and prepared to access accelerated high school courses.

Eastern Promise is a commitment and promise established between Eastern Oregon University, Blue Mountain Community College, Treasure Valley Community College and the InterMountain Education Service District to partner with PK-12 Schools. Their success includes significantly increasing the number of high school students earning 9+ college credits.

The following schools are currently participating in Eastern Promise programs:

Eastern Promise Schools:

- Adrian High School
- Burns High School
- Burnt River High School
- Cove High School
- Crane-Union High School
- Dayville High School
- Echo High School
- Elgin School District
- Grant Union High School (John Day)
- Griswold High School (Helix)
- Heppner Jr./Sr. High School
- Hermiston High School
- Huntington High School

- Imbler High School
- Ione School District
- Irrigon Jr./Sr. High School
- Jordan Valley High School
- La Grande High School
- Madras High School
- McLoughlin High School (Milton-Freewater)
- Nixyaawii Community School
- Ontario High School
- Oregon City High School
- Pendleton High School
- Pilot Rock Jr./Sr. High School
- Pine Eagle School District
- Prairie City School District
- Riverside Jr./Sr. High School (Boardman)
- Scappoose High School
- Stanfield Secondary School
- Ukiah High School
- Umatilla High School
- Union High School
- Vale High School
- Weston-McEwen High School (Athena)

For more information about Eastern Promise see: <http://www.eou.edu/eastern-promise/community/>

Award

\$2.2 million was allocated and distributed for the expansion of the Eastern Promise.

Connecting to the World of Work Program: Eastern Promise Replication

Description

The purpose of the Eastern Promise Replication Grant is to:

Distribute moneys to consortiums that include at least three school districts, at least one education service district, at least one community college and at least one public or private post-secondary institution to design and deliver individualized, innovative and flexible ways of delivering content, awarding high school and college credit and providing development education for students in high school or in the first two years of post-secondary education.

Under the Guidance and Support of establishing the Connecting the World of Work Program, a strategic investment of approximately \$1.3 million was designated by the Legislature and the Department of Education to replicate the Eastern Promise program beyond the established eastern Oregon borders. The Eastern Promise Replication Grant will be used for :

Developing consortiums of school districts, education service districts and post-secondary insitutions of higher education committed to developing innovative and flexible pathways for students in grades 6 through 12 and in community colleges.

The Eastern Promise Replication Grant is intended to support consortiums of school districts and post-secondary institutions in building a collaborative effort to develop innovative and flexible ways to create additional opportunities for high school students to participate in college-level courses and earn college credits and/or certificates while still in high school, as well as building a college-going culture and attitudes through programs that begin serving students and families as early as 6th grade. Consortiums will serve a combined total of at least 10,000 students and must include:

- (a) At least one public or private Oregon university;
- (b) At least one Oregon community college;
- (c) At least three school districts;
- (d) At least one education service district.

Each consortium must serve at least 10,000 students. The Department may award two or three grants totaling between \$465,000 and \$650,000. Therefore it is expected that at least 20,000 students between grades 6 through 12 will be served by this grant.

Application

The successful replication model proposed will clearly articulate how it will incorporate the following key elements of Eastern Promise:

- (a) A commitment to a cross-sector collaboration between a university, community college(s), education service district(s) and districts where each partner is engaged as an equal partner.
- (b) A commitment to providing students with a variety of accelerated learning opportunities such as online courses, proficiency-based opportunities, CTE, Dual Credit, Advanced Placement, International Baccalaureate, and to ensure students receive support and specific instruction around knowledge, skills and behaviors necessary to be successful in college-level coursework or post-secondary training.

- (c) A commitment to building a college-going culture, which refers to the environment, attitudes, and practices in schools and communities that encourage students and their families to obtain the information, tools and perspective to enhance access to and success in post-secondary education.
- (d) A commitment to developing cross-sector professional learning including faculty and teachers from university, community college, ESD and high school to ensure that all levels of instruction are represented and participate in establishing appropriate curriculum and shared assessment to measure outcomes.

The Consortiums selected for the Eastern Promise Replication Grant will collaborate with the Eastern Oregon Eastern Promise program throughout the process of implementation to receive support and technical assistance.

Status

The RFP for this grant was released on January 27, 2014 and is due prior to March 10, 2014. Successful applicants will be notified prior to April 9, 2014.

Connecting to the World of Work Program: Oregon Arts Commission

Description

Enrolled HB 3232 Section 8 (3)(a)(D)(b) instructs the Department of Education to distribute funding “to the Oregon Arts Commission for the purpose of distributing moneys to school districts, public schools, post-secondary institutions and nonprofit organizations to increase opportunities for students to connect with the art and arts-related industries”. Further, the Budget Report and Measure Summary for HB5028-A states that Package 817 includes an appropriation of “\$500,000 General Fund for arts programs that benefit underserved students. The funds are provided for distribution by the Trust for Cultural Development Board. The funds are not to be deposited into the Trust for Cultural Development Account. The Board instead shall review and approve distributions of the funds for the stated purpose during the 2013-15 biennium.”

To effectively carry out the intent of this legislation, the Oregon Arts Commission committed agency resources to create a grant program for the purpose of funding projects to improve educational outcomes and increase workplace learning opportunities for underserved students.

Connecting Students to the World of Work grants were designed to help 501(c)3 non-profit organizations with arts or culture at the core of their mission deliver extended internship/mentorship programs to underserved youth. Guidelines were designed to fund projects that align with the state’s 40-40-20 goal. Funded outcomes include improved attendance, increased confidence and acquisition of creative skills that can be applied in the professional work environment. The awards support planning, implementation, and evaluation activities for the period of the grant. This 18 month grant program began January 1, 2014 and ends June 30, 2015. Once awarded, successful applicants will receive funds in a one-time payment.

Application

As soon as the funds were approved for distribution, the Oregon Arts Commission moved quickly to release the grant guidelines and approve funds to accommodate the biennial funding cycle. The Letter of Intent was released September 1, 2013, with full applications due October 15. The tight turnaround achieved the goal of initiating projects rapidly, while maintaining the involvement of both the Oregon Arts Commission and the Oregon Cultural Trust Board.

Applicant pool: 12 organizations submitted letters of intent, 11 were invited to submit a full proposal. 9 complete applications were received, 8 were awarded funding.

Successful proposals focused on project-based learning and opportunities for students to engage in hands-on learning with working artists in a professional environment. The application emphasized partnerships between the proposing community organizations and school(s). All projects include a culminating performance task to demonstrate student knowledge.

This grant was designed to strengthen existing efforts or implement projects that were in the planning stages but not yet established.

Award

Eight successful applicants received grants ranging from \$22,000 to \$50,000 in this application period. The grant funding period is 18 months: from January 1, 2014 to June 30, 2015.

Organization Name	City	Grant	Partners
Jordan Schnitzer Museum of Art	Eugene	\$27,325	North Eugene HS Springfield HS
Lane Arts Council	Eugene	\$22,000	Hamlin MS
Oregon Shakespeare Festival	Ashland	\$26,000	Ashland HS
Pacific Northwest College of Art	Portland	\$39,360	Benson HS Alpha HS MESD
PDX Pop Now	Portland	\$40,000	Cow Creek Health and Wellness Center Native American Rehabilitation Association Portland Area Indian Health Board
Peter Britt Gardens Music & Arts Festival Association	Medford	\$28,500	Medford School District
Techstart Education Foundation	Portland	\$48,350	Self Enhancement, Inc.
The Center for Advanced Learning	Gresham	\$50,000	Troutdale Historical Society Lewis Creative Friends of the Historic Columbia River Highway
Total		\$281,535	

Additional details

Funded projects include outcomes that align with the state’s 40-40-20 goal, but because of the short duration of the grant period (18 months), secondary indicators will be measured. To help grant recipients implement a robust evaluation of student outcomes, up to \$100,000 of the remaining funds will be invested in one-on-one technical assistance to develop comprehensive and effective evaluation procedures and engage funded organizations in a Professional Learning Community.

Two of the awardees (Oregon Shakespeare Festival and Peter Britt Gardens Music & Arts Festival) are seeking to expand opportunities for their participating students by bringing them together to share learning.

The Center for Advanced Learning students pitched their advertising campaign to members of the Troutdale Historical Society two weeks ago. The Historical Society selected one pitch that will be worked on during the second semester to build the advertising campaign.

PDX Pop Now is exploring ways to include distance learning in their project, since participating youth will be drawn from Reservations around the state. Youth will learn and work face-to-face at quarterly workshops.

APPENDIX 3: NETWORK OF QUALITY TEACHING & LEARNING (HB 3233) PROGRAM LIST & COMPLETION STATUS

	Total	Round	Status
Mentoring (1st & 2nd year teachers / administrators)	9,600,000	1	Completed
Collaboration grants (focus areas: professional development, performance evaluations, career pathways, compensation models for teachers and administrators)	11,600,000	1	Completed
Student-centered teaching & learning models - Proficiency	600,000	1	RFP
Implementation and support re: teacher evaluation systems (SB 290)	4,548,000	1 & 2	Completed
Common Core implementation & best practices clearinghouse	4,118,000	1 & 2	Completed
Closing the Achievement Gap - dual language programs	760,000	1	Completed
Closing the Achievement Gap for African American Students	600,000	1	Completed
New ELP Standards Professional Development Grant	547,700	3	RFP
Educator preparation - strengthen programs & accountability	2,000,000	3	Completed
Culturally Responsive Teaching/Pedagogy with an emphasis on American Indian/Alaska Native Students	500,000	3	RFP
Culturally Responsive Teaching/Pedagogy	1,500,000	3	RFP
Educator preparation - develop state plan for recruitment and support	500,000	3	Application Review
Leadership improvement / organizational and working conditions assessments	1,700,000	2-3	Completed
Support for rural districts to access PD models (including support for developing proposals)	967,000	1 & 3	Completed
College & Career ready assessments (essential skills)	1,032,000	3	RFP
Early educator training and advancement	500,000	3	In process

APPENDIX 4: NETWORK OF QUALITY TEACHING & LEARNING PROGRAMS UNDER HB 3233

The network includes the Oregon Education Investment Board, Department of Education and public and private entities that will receive funding through the network. The network has three purposes:

1. Enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching.
2. Strengthen and enhance existing evidence-based practices that improve student achievement. These include:
 - The beginning teacher and administrator mentoring program (ORS 329.788 to 329.820)
 - Oregon Educator Professional Development Commission and public website devoted to disseminating best practices (ORS 329.822 and 329.824)
 - School district collaboration grant (ORS 329.838)
 - Minority Teacher Act (ORS 342.433 to 342.449)
 - Accountability for Schools for the 21st Century Law which include the core educator standards (ORS 342.805 to 342.937)
3. Improve recruitment, preparation, induction, career advancement opportunities and support of educators.

Section 1, HB 3233 (codified as ORS 342.950)

**Network of Quality Teaching and Learning:
Educator Effectiveness and Common Core Implementation & Best Practice Clearinghouse**

Description

Enrolled HB 3233 Section 1 (3)(a) instructs the Department of Education to distribute funding to school districts, schools, nonprofit organizations, post-secondary institutions and consortiums for the purpose of supporting the implementation of common core state standards. Section 1 (3)(d) instructs the Department of Education to support “school districts and nonprofit organizations for the purpose of complying with core teaching standards adopted as provided in ORS 342.856 and complying with related standards prescribed by law.. Educator Effectiveness funds provide support for full implementation of Educator Evaluation and Support systems required by SB 290 and outlined in the adopted Oregon Framework. Common Core implementation & best practices clearinghouse funds provide educators with curricular resources and access to professional development that supports instructional shifts needed to help students achieve the Common Core State Standard.

Award

Since every district must implement Common Core and educator evaluations, and because content standards are a critical part of the evaluation system, the \$5,000,000 in Educator Effectiveness funds and \$5,000,000 in Common Core implementation and best practice clearinghouse funds were combined and distributed to every school district after school districts sent a Professional Learning Teams to regional professional development opportunities.

Additional information

Professional Learning Teams (PLT) in each district (or consortia of small districts) were established to support implementation of the Oregon Framework (SB 290/ESEA waiver) and CCSS. District PLTs had a choice of attending one of three ODE, COSA, and Chalkboardsponsored conferences in the fall, and the format will be replicated in April and June 2014. These events included hearing from experts on how to plan professional development opportunities back in schools that will help educators implement new evaluations and Common Core, planning time for district teams, and a facilitated teacher/leader session to gather input on development of the Professional Learning Portal and how to utilize the portal to provide access to high-quality professional learning and instructional supports

District	CC/EE
Adel School District 21	\$1,653
Adrian School District 61	\$4,596
Alsea School District 7j	\$3,541
Amity School District 4j	\$11,231
Annex School District 29	\$2,083
Arlington School District 3	\$3,429
Arock School District 81	\$1,449
Ashland School District 5	\$30,644
Ashwood School District 8	\$1,530
Astoria School District 1	\$21,926
Athena-Weston School District 29j	\$7,018
Baker School District 5j	\$24,214
Bandon School District 54	\$9,664
Banks School District 13	\$13,060
Beaverton School District 48j	\$431,950
Bethel School District 52	\$63,207
Blachly School District 90	\$4,102
Black Butte School District 41	\$1,606
Brookings-Harbor School District 17c	\$18,157
Burnt River School District 30j	\$1,891
Butte Falls School District 91	\$3,794
Camas Valley School District 21j	\$3,671
Canby School District 86	\$54,693
Cascade School District 5	\$24,724
Centennial School District 28j	\$72,897
Central Curry School District 1	\$7,126
Central Linn School District 552	\$8,570
Central Point School District 6	\$51,806
Central School District 13j	\$33,933
Clatskanie School District 6j	\$8,983
Colton School District 53	\$7,642
Condon School District 25j	\$3,228
Coos Bay School District 9	\$34,917
Coquille School District 8	\$11,863
Corbett School District 39	\$14,969
Corvallis School District 509j	\$67,253
Cove School District 15	\$4,455
Creswell School District 40	\$15,329
Crook County School District	\$35,922
Crow-Applegate-Lorane Dist 66	\$4,618

Culver School District 4	\$9,268
Dallas School District 2	\$34,329
David Douglas School District 40	\$123,939
Dayton School District 8	\$11,927
Dayville School District 16j	\$2,359
Diamond School District 7	\$1,707
Double O School District 28	\$1,504
Douglas Co School District 15	\$4,452
Douglas County School District 4	\$66,944
Drewsey School District 13	\$1,664
Dufur School District 29	\$5,323
Eagle Point School District 9	\$46,633
Echo School District 5	\$3,998
Elgin School District 23	\$5,870
Elkton School District 34	\$4,586
Enterprise School District 21	\$5,771
Estacada School District 108	\$23,904
Eugene School District 4j	\$178,050
Falls City School District 57	\$3,836
Fern Ridge School District 28j	\$17,535
Forest Grove School District 15	\$68,778
Fossil School District 21j	\$4,174
Frenchglen School District 16	\$1,642
Gaston School District 511j	\$7,156
Gervais School District 1	\$14,183
Gladstone School District 115	\$23,501
Glendale School District 77	\$5,413
Glide School District 12	\$8,635
Grants Pass School District 7	\$64,530
Greater Albany Pub Sch Dist 8j	\$98,352
Gresham-Barlow Sch District 10j	\$135,343
Harney County School District 3	\$10,623
Harney County School District 4	\$2,199
Harney County Union High School District 1j	\$2,690
Harper School District 66	\$2,769
Harrisburg School District 7j	\$10,684
Helix School District 1	\$2,870
Hermiston School District 8	\$59,654
Hillsboro School District 1j	\$227,266
Hood River County School District	\$47,033
Huntington School District 16j	\$2,492
Imbler School District 11	\$4,906

Ione School District R2	\$3,755
Jefferson County School District 509j	\$33,529
Jefferson School District 14j	\$11,877
Jewell School District 8	\$3,109
John Day School District 3	\$8,606
Jordan Valley School District 3	\$2,709
Joseph School District 6	\$4,604
Junction City School District 69	\$18,807
Juntura School District 12	\$1,362
Klamath County School District	\$73,826
Klamath Falls City Schools	\$36,957
Knappa School District 4	\$7,587
La Grande School District 1	\$22,715
Lake County School District 7	\$10,077
Lake Oswego School District 7j	\$70,256
Lebanon Comm School Dist 9	\$46,680
Lincoln County School District	\$61,062
Long Creek School District 17	\$1,864
Lowell School District 71	\$4,405
Malheur County School District	\$1,121
Mapleton School District 32	\$3,421
Marcola School District 79j	\$3,412
McKenzie School District 68	\$3,703
McMinnville School District 40	\$73,182
Medford School District 549c	\$144,061
Milton-Freewater Uni Sch Dis 7	\$21,790
Mitchell School District 55	\$2,313
Molalla River School District 35	\$30,164
Monroe School District 1j	\$6,167
Monument School District 8	\$2,139
Morrow School District 1	\$27,423
Mount Angel School District 91	\$9,413
Myrtle Point School District 41	\$9,064
Neah-Kah-Nie School District 56	\$10,084
Nestucca Valley Sch Dist 101j	
Newberg School District 29j	\$57,056
North Bend School District 13	\$45,535
North Clackamas Sch Dist 12	\$185,588
North Douglas School District 22	\$5,005
North Lake School District 14	\$4,475
North Marion School District 15	\$22,695
North Powder School District 8j	\$4,845

North Santiam School District 29j	\$26,405
North Wasco Co.Sch Dist 21	\$35,579
Nyssa School District 26	\$15,658
Oakland School District 1	\$6,830
Oakridge School District 76	\$6,254
Ontario School District 8c	\$32,412
Oregon City School District 62	\$89,194
Oregon Trail School District 46	\$46,092
Paisley School District 11	\$4,163
Parkrose School District 3	\$37,889
Pendleton School District 16	\$35,123
Perrydale School District 21	\$4,751
Philomath School District 17j	\$17,948
Phoenix-Talent School District 4	\$32,103
Pilot Rock School District 2	\$5,173
Pine Creek School District 5	\$1,628
Pine Eagle School District 61	\$4,007
Pinehurst School District 94	\$1,760
Pleasant Hill School District 1	\$10,947
Plush School District 18	\$1,551
Port Orford-Langlois Sch Dist 2cj	\$5,259
Portland School District 1j	\$512,587
Powers School District 31	\$3,182
Prairie City School District 4	\$3,470
Prospect School District 59	\$5,200
Rainier School District 13	\$11,806
Redmond School District 2j	\$77,365
Reedsport School District 105	\$8,037
Reynolds School District 7	\$138,782
Riddle School District 70	\$6,285
Riverdale School District 51j	\$5,594
Rogue River School District 35	\$11,999
Salem-Keizer School District 24j	\$462,978
Santiam Canyon School District 129j	\$8,033
Scappoose School District 1j	\$24,786
Scio School District 95	\$51,630
Seaside School District 10	\$19,230
Sheridan School District 48j	\$13,039
Sherman County School District	
Sherwood School District 88j	\$54,896
Silver Falls School District 4j	\$40,494
Sisters School District 6	\$13,244

Siuslaw School District 97j	\$14,937
South Harney School District 33	\$1,782
South Lane School District 45j3	\$31,573
South Umpqua School District 19	\$16,927
South Wasco Co Sch Dist 1	\$4,628
Spray School District 1	\$2,064
Springfield School District 19	\$117,224
St. Helens School District 502	\$35,147
St. Paul School District 45	\$4,772
Stanfield School District 61	\$6,748
Suntex School District 10	\$1,602
Sutherlin School District 130	\$14,843
Sweet Home School District 55	\$25,036
Three Riv/Josephine Co Sch Dist	\$56,679
Tigard-Tualatin School District 23j	\$135,727
Tillamook School District 9	\$22,713
Troy School District 54	\$1,156
Ukiah School District 80r	\$1,585
Umatilla School District 6r	\$16,514
Union School District 5	\$4,931
Vale School District 84	\$12,227
Vernonia School District 47j	\$7,008
Wallowa School District 12	\$3,162
Warrenton-Hammond Sch Dist 30	
W Linn-Wilsonville Sch Dist 3j	\$92,211
Willamina School District 30j	\$9,692
Winston-Dillard Sch Dist 116	\$16,210
Woodburn School District 103	\$71,347
Yamhill Carlton School District 1	\$12,843
Yoncalla School District 32	\$4,828

Network of Quality Teaching and Learning: District Collaboration Grants

Description

Enrolled HB 3233 Section 2 (3)(c) instructs the Department of Education to distribute funding “to school districts, nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

To effectively carry out the intent of this legislation, ODE was awarded \$12,300,000 and subsequently committed agency resources to distribute this funding to all school districts that were willing to agree to implement new approaches to:

- a. Career pathways for teachers and administrators;
- b. Evaluation processes for teachers and administrators;
- c. Compensation models for teachers and administrators; and
- d. Enhanced professional development opportunities for teachers and administrators..

Application

Funding was distributed in two cycles with the first Request for Proposal responses arriving in September 2013. The second is set for release in March 2014. District applications must have been approved by local administrators, bargaining representatives, and school board chair.

Award

For the 2013-14 school year, the following school districts were selected to participate based on their readiness to implement or design the four required elements listed above, through a competitive application process. District applications had to include approval of local administrators, bargaining representative, and school board chair. The total amount School Districts received for Implementation grants for the fiscal year was based on their ADMw multiplied by \$90.63/student. Chalkboard Project was awarded \$507,000 to provide on-sight coaching to school districts and offer technical assistance from experienced consultants.

Implementation Grants

<u>Districts</u>	<u>Students</u>	<u>Award</u>
Ashland	3,008	\$272,661
Bethel	6,563	\$594,850
Corvallis	6,968	\$631,473
Dallas	3,522	\$319,175
David Doug	12,951	\$1,173,746
Lincoln Co	6,139	\$556,372
Pendleton	3,690	\$334,414
South Lane	3,284	\$297,610
Springfield	12,356	\$1,119,809
Vernonia	575	\$69,389

Design Grants

<u>School</u>	<u>Students</u>	<u>Award</u>
Eagle Point – Jackson Co. #9	4,076	\$30,000
Hood River	4,054	\$30,000
Klamath	5,952	\$40,000
Philomath	1,626	\$20,000
Rainier	1,006	\$20,000

Consortia Design Grants

Southern OR ESD Consortium - \$50,000

Medford	12,200 students
Phoenix-Talent	2,700 students
Rogue River	780 students

Willamette ESD #1 - \$50,000

Dayton	970 students
Sheridan	1,089 students
Yamhill/Carlton	1,160 students

Willamette ESD #2 - \$20,000

Perrydale	333 students
St. Paul	243 students
Youth Corr WESD	201 students
Central	2,963 students
Silver Falls	3,709 students

Willamette ESD #3 - \$20,000

Central	2,963 students
Silver Falls	3,709 students

Network of Quality Teaching and Learning:

Mentoring – Increased support for newly licensed and newly employed teachers and administrators (1st and 2nd year)

Description

Enrolled HB 3233 expanded upon the Beginning Teacher and Administrator Mentorship Program established in 2007 in HB2574. The program is designed to support activities related to an evidence-based mentorship program for beginning teachers and administrators. The goal of this program is to develop and retain effective teachers and administrators.

To effectively carry out the intent of this legislation and provide an evidence-based mentoring programs for new teachers and administrators, ODE was appropriated \$9,600,000.

Application

The Request for Application was released July 17, 2013, soon after the legislation was signed by the Governor. These funds were awarded very early on so districts could hire mentors to support beginning educators before the start of the school year.

Award

The amount of funding available was \$4,000 per beginning teacher and \$3,800 per beginning principal or superintendent in the applicant's district. For the first year of the award, a total of 1,132 teachers will receive support and 135 of principals/superintendents will have a mentor. Grant awards were made on a competitive basis, taking into consideration geographic and demographic diversity. Priority points were awarded to applicants whose proposals leveraged funds from other sources (e.g., project partners, Title IA, Title IIA, private grants, and/or local funds) to supplement and/or sustain the program. There was not enough funding for the Mentoring Grant to award all applications, however 85% of all applicants were funded. The awards were determined by raters' scores, demographic representation, and geographic representation.

All non-funded applicants received feedback on their applications along with an offer of technical assistance if they wanted to begin revisions for the next funding round.

Currently, the Mentoring Grant is funded for the biennium. Districts that are currently funded will be funded for a second continuation year under the following conditions:

- The project met all of the grant requirements in the previous year
- The project completes a Year Two Continuation Mentoring Grant Action Plan and Budget
- The project still has beginning teachers and beginning administrators that meet the requirements
- ODE continues to have sufficient funding from the legislature to fund all projects at the current level.

of staff mentored T = Teacher; P = Principal; S = Superintendent

Grant Awardee	Amount	# of staff mentored		
Clackamas ESD	\$249,800	52 T	11 P	0 S
Columbia Gorge ESD	\$190,400	48 T	8 P	0 S
COPAL (Corvallis,OSU,Philomath, Albany,Lebanon SDs)	\$280,000	70 T	0 P	0 S
David Douglas School District	\$76,000	19 T	0 P	0 S
Hillsboro SD/Washington County Consortium	\$480,200	102 T	19 P	0 S
Lake County ESD	\$80,000	14 T	1 P	1 S
Lane ESD	\$546,000	108 T	29 P	1 S
Lincoln County SD	\$178,600	38 T	7 P	0 S
McMinnville SD	\$111,800	27 T	1 P	0 S
Portland Public Schools	\$619,000	150 T	5 P	0 S
Roseburg Public Schools-Douglas County SD#4	\$91,400	20 T	3 P	0 S
Salem-Keizer/Mid-Willamette Valley Consortium	\$1,279,200	279 T	24 P	0 S
South Lane SD	\$78,800	14 T	5 P	1 S
Southern Oregon Mentor Consortium -So.Oregon ESD	\$569,200	129 T	13 P	1 S
Tillamook SD#9	\$156,000	39 T	0 P	0 S

Additional details

Applicant pool: 21 applications were received. Initially 16 were funded and 5 were not-funded Reynolds school district was originally funded but refused the grant.

Network of Quality Teaching and Learning:
Proficiency-Based Teaching and Learning Grant

Description

Enrolled HB 3233 Section 2 (3)(g) instructs the Department of Education to distribute funding “to school districts and nonprofit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments.

“Proficiency-based teaching and learning” means a practice that is student-centered and based upon several key principles:

- (a) Students learn in a personalized environment and advance upon demonstrated mastery of state, industry, or national standards;
- (b) Measurable learning objectives are explicit and empower students;
- (c) Student assessment is meaningful and a positive learning experience; and
- (d) Students receive rapid, differentiated support and learning outcomes including applied learning.

The Proficiency-Based Teaching and Learning Grant supports proficiency-based teaching and learning demonstration sites. The grant is available to school districts and nonprofits working with school districts. The purposes of the grant are to inform proficiency-based teaching and learning practices in other school sites and to develop new proficiency-based teaching and learning school sites in underserved regions in the state.

Proficiency-based teaching and learning (also known as standards-based education, performance-based practices, and competency-based pathways) holds the potential to improve educator effectiveness and increase student learning. A proficiency classroom levels the playing field with the expectation that all students will succeed, allowing for a powerful shift from time based learning and subjective grading practices to student-focused learning and grading that clearly communicates student progress.

The Department will award up to two grant to support one to four demonstration sites within one or more school districts. The scope of this grant is to serve at least 1,000 educators.

Application

The Department will allocate funds for the grant program based on an evaluation of the grant application and whether the applicant has:

- (a) Demonstrated a focus on district, state, and Common Core standards as the learning targets for which students will be held accountable;
- (b) Defined levels of proficiency laid out on a learning continuum that is used to identify baseline ability and that reflects a range of continuous learning;
- (c) Has experience and training expertise in coaching and supporting schools in proficiency or will utilize another entity with this expertise as a sub-contractor and partner;

- (d) Identified sites in the application that are willing to serve as a demonstration sites for other school districts and a source of evidence of best practices and evidence-based models; and
- (e) A plan that includes a strong outreach to parent and business communities to insure that those groups understand the shift to standards at a school site and what it means to support students in reaching proficient levels of knowledge and skills.

The Department shall allocate funds for the grant program based on an evaluation of the grant application and to what extent the applicant has met the grant requirements along with the following considerations:

- (a) Geographic location of district to insure geographic diversity within the recipients of grant program funds throughout the state;
- (b) Districts that have Achievement Gaps between subgroup populations, meaning the gap in achievement (state test scores in reading, writing, and mathematics as well as diploma and postsecondary degree attainment) that often exists between students who are economically disadvantaged, students learning English as a second language, African American, Hispanic or Native American compared to their peers;
- (c) Districts that have a high level of students who are economically disadvantaged.

Status

This grant was released on January 15, 2014 and applications for this grant are due February 25, 2014. It is expected that applicants will be notified of final award prior to March 10, 2014.

Network of Quality Teaching and Learning:
Closing the Achievement Gap – Dual Language/Two-Way Bilingual Program

Description

Enrolled HB 3233 Section 2 (3)(f) instructs the Department of Education to distribute funding “to school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices”.

To effectively carry out the intent of this legislation, ODE was awarded \$5,500,000 and created five separate grant opportunities for the purpose of funding initiatives to improve educational outcomes for historically underserved students.

The first of five awards was the expansion of Dual Language/Two-Way Bilingual programs in Oregon’s schools. This grant was designed to create opportunities to increase language outcomes for English learners as well as to support language acquisition for all students. The Office of Education Equity at the Oregon Department of Education reviewed research and best practice related to the pedagogical practices connected to English learners and developed a strategic plan to explicitly and purposefully address the notable achievement gap between English learners and native English speakers in school. The awards support planning, implementation, and evaluation activities for the three years of the grant (2013-2016). All awardees also are required to maintain the same service levels that they provided under the grant for at least two years after the grant period. ODE and a third party consultant will annually review progress reports and performance data to determine continued program funding.

Application

Applicant pool: 22 school districts and one charter school applied, 8 applicants were awarded funding.

Dual Language Grant RFP recognized the need to identify grant winners and distribute these funds early in the academic year to allow districts/schools enough lead time to establish programs and successfully launch a new program within the grant period. Dual language programs are difficult to establish and currently there are a limited number of existing programs on record. This grant was designed to strengthen existing efforts or implement programs that were in the planning stages but not yet established in districts.

There were no requests for score review or decision reconsideration from any unsuccessful applicants.

Award

Six successful applicants received a \$120,000 grant award in this application period. Two other successful applicants, Nyssa School District and Four Rivers Community School (FRCS), received a joint award of \$160,000, to support a collaboration between an established program at FRCS and a new program in Nyssa. Grants will be funded 25% in year one, 50% in year two and 25% in year three. In years four and five, programs are expected to maintain service levels equivalent to those provided in the first three years.

Grantees were instructed to assert their intent to continue these programs once the grant funding is expended and to secure from their District Board Chair, Superintendent and Building Principal assurances that the Dual-Language Bilingual program would continue after the grant period ends.

<u>Successful grant recipients</u>	<u># of Students</u>	<u>Language</u>	<u>Grade(s)</u>
o Bend-LaPine School District	681	Spanish	K-5
o Hood River School District	2228	Spanish	PreK-5
o Jackson County School District	520	Spanish	K-5
o Newberg School District	385	Spanish	
o Portland Public Schools	470	Vietnamese	K-12
		Spanish	
		Russian	
o Springfield School District	420	Spanish	K-5
o Nyssa School District	539	Spanish	K-5
*Four Rivers Community School	255	Spanish	K-8

Additional details

Two of the awardees (Hood River and Newberg) already offer a bilingual preschool. The grant will enable these districts to capitalize on this foundation and build a PK-12 dual language program in Hood River and a PK-5 dual language program in Newberg.

Portland Public Schools has a long history of offering dual language programs in Spanish and with a substantial Vietnamese population in the area was well-positioned to launch a new Vietnamese dual language program. This will be the first Vietnamese dual language program in the state.

The collaboration between Nyssa School District and Four Rivers Community School (FRCS) pairs a well-established K-8 dual language program at FRCS with a new dual language program in a rural Oregon community where over 60% of the residents are Latino.

**Network of Quality Teaching and Learning:
Closing the Achievement Gap for African-American Students**

Description

Enrolled HB 3233 Section 2 (3)(f) instructs the Department of Education to distribute funding “to school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices”.

To effectively carry out the intent of this legislation, ODE was awarded \$5,500,000 and subsequently created five separate grant opportunities for the purpose of funding initiatives to improve educational outcomes for historically underserved students.

The second of five awards was the Closing the Achievement Gap for African-American Students grant designed to create opportunities to increase academic outcomes for African American learners as well as to support strong links between home, school, and community. The goal is to increase African American student academic achievement and graduation rates by at least 20-30 percentage points in the 2014-2015 school year and beyond. This grant opportunity was aimed at non-profit organizations who create collaborative practices around:

- Strengthening ties between home, school, and community
- Creating space for active parent participation
- Innovative programming that focuses on closing opportunity gaps for African American students
- Training and/or professional development for parents, educators, and interested community entities on closing gaps for African American children
- Literacy initiatives for closing gaps for African American students
- Designing and utilizing curriculum that is culturally responsive in an effort to specifically address the academic needs of African American students
- Potential for becoming an exemplar program focused on this work

Application

The RFP was released in October so that non-profit organizations working with African American students would have time to connect with stakeholders prior to the holiday break. The grant was originally designed to fund six applicants at \$100,000 each.

Award

There were a total of 13 applicants, and in the end 8 organizations received funding. One applicant was ineligible because they were not classified as a non-profit organization. ODE was able to make eight awards because some applicants did not request the full \$100,000.

There were zero award decision protests. All applicants received documentation of grant reviewer comments.

This two-year grant program begins October, 21 2013 and ends July 15, 2015

Grant Awardee	Amount
Oregon Children's Foundation	\$84,000
Journey to Freedom	\$97,258
Self Enhancement Inc	\$100,000
Kairos PDX	\$100,000
Black Parent Initiative	\$80,500
Rosemary Anderson Charter	\$99,600
Lane County Foundation Consortium	\$22,942
Oregon State University Consortium	\$15,700

Network of Quality Teaching and Learning:
English Language Proficiency Standards Professional Development Grant

Description

Enrolled HB 3233 Section 2 (3)(f) instructs the Department of Education to distribute funding “to school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices”.

To effectively carry out the intent of this legislation, ODE was awarded \$5,500,000 and created five separate grant opportunities for the purpose of funding initiatives to improve educational outcomes for historically underserved students.

The third of five awards was the English Language Proficiency Standards Professional Development Grant designed to provide cyclical, reflective professional development to support the implementation of the new ELP Standards throughout the state of Oregon by the end of the 2014 -2015 school year.

Application

School districts that met the following profile were invited to apply:

1. The English Learner population of the district exceeds 500 total ELs.
2. The student population is comprised of 15% or more English Learners.

The Request for Application was sent to the 34 school districts that met the criteria on January 31, 2013. In order to receive funds, the 34 school districts must commit to the following:

- Committing a team of 4 members to participate in 2 Professional Learning Team (PLT) Conferences in the 2013-2014 school year, as well as 3 PLT Conferences in the 2014-2015 school year.
- Serving as a corps of trainers to lead professional learning within the district for English Language Developed (ELD) teachers, mainstream teachers, administrators, and staff.
- Participating in the Massive Open Online Course starting in August of 2014.
- Creating a model unit aligned to the new ELP Standards which will be posted to the Teaching and Learning Network Portal to be shared with colleagues throughout Oregon.
- District Superintendent must commit to attending at least one training opportunity to become more knowledgeable about the ELP Standards.
- Committing to serving as an observation site for neighboring districts.

Additional information

Participating districts will benefit in the following ways:

1. Increase instructional support for English Learners throughout their school day by adopting and aligning new ELP Standards for all classroom instruction.
2. Focus professional development on 34 high-leverage districts. A high leverage district is one where the English Learner population of the district exceeds 500 total ELs, or the EL student population comprises 15% of total student enrollment.
3. Provide support to all districts, both large and small with professional development (PD) opportunities both in person and virtually.

4. Leverage delivery mechanisms that already exist within ODE systems (i.e., School Improvement, CCSS, Data Project).

5. The new ELP Standards will help districts prepare for the new ELPA 21 assessment.

Award

The amount of funding available is \$408,000 and will fund up to the 34 districts that match the profile previously explained:

1. The English Learner population of the district exceeds 500 total ELs.

2. The student population is comprised of 15% or more English Learners.

The funding distribution is based on the number of English Learners. If all 34 of the eligible school districts commit to the grant requirements, here is how the money will be distributed.

Eligible Recipients	# Students	Amt
Salem-Keizer SD 24J	8,036	\$68,306
Beaverton SD 48J	5,773	\$49,071
Portland SD 1J	4,364	\$37,094
Hillsboro SD 1J	3,057	\$25,985
Reynolds SD 7	2,749	\$23,367
David Douglas SD 40	2,424	\$20,604
Woodburn SD 103	2,335	\$19,848
North Clackamas SD 12	2,115	\$17,978
Tigard-Tualatin SD 23J	1,506	\$12,801
Gresham-Barlow SD 10J	1,465	\$12,453
Centennial SD 28J	1,229	\$10,447
Forest Grove SD 15	1,170	\$9,945
McMinnville SD 40	1,065	\$9,053
Medford SD 549C	981	\$8,339
Jefferson County SD 509J	939	\$7,982
Hood River County SD	895	\$7,608
Hermiston SD 8	881	\$7,489
Canby SD 86	691	\$5,874
Bend-LaPine Admin SD1	639	\$5,432
Springfield SD 19	634	\$5,389
Parkrose SD 3	629	\$5,347
Central SD 13J	598	\$5,083
Greater Albany SD 8J	541	\$4,599
Nyssa SD 26	368	\$3,128
Umatilla SD 6R	427	\$3,630
Gervais SD 1	315	\$2,678
Milton-Freewater SD 7	433	\$3,681
Morrow SD 1	477	\$4,055
North Marion SD 15	374	\$3,179
Mt Angel SD 91	120	\$1,020
St Paul SD 45	42	\$357
Mitchell SD 55	10	\$85
Phoenix-Talent SD 4	402	\$3,417
Ontario SD 8C	368	\$3,128

**Network of Quality Teaching and Learning:
Culturally Responsive Pedagogy and Practices Grant**

Description

Enrolled HB 3233 Section 2 (3)(f) instructs the Department of Education to distribute funding “to school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices”.

To effectively carry out the intent of this legislation, ODE was awarded \$5,500,000 and subsequently created five separate grant opportunities for the purpose of funding initiatives to improve educational outcomes for historically underserved students.

The fourth of five awards is the Culturally Responsive Pedagogy and Practices for American Indian Alaskan Native students is designed to support school districts closing the achievement and opportunity gaps through implementation of culturally responsive pedagogy and practices, and/or to support in their efforts of preparing culturally competent teachers to work in the field of education.

Application

The Request for Proposal was released January 31, 2013, and is to support districts in closing the achievement and opportunity gaps through implementation of culturally responsive pedagogy and practices, and/or to support in their efforts of preparing culturally competent teachers to work in the field of education.

Additional information

The Culturally Responsive Pedagogy and Practices for American Indian Alaskan Native students supports a vision that addresses the following goals:

- Increase academic achievement, retention, and graduation rates for American Indian Alaskan Native students;
- Increase student engagement and participation;
- Increase the number of culturally responsive teachers and teaching;
- Strengthen the bond and communication between home, school, tribal community, and the larger community;
- Effectively utilize the local community as an extension of the classroom learning environment;
- Implement professional development which is culturally responsive and extends throughout the entire school year; and
- Closing opportunity gaps for American Indian Alaskan Native students who are culturally and/or linguistically diverse in Oregon schools

Award

Between \$70,000-\$90,000 per awardee will be available for this two-year grant program beginning March 24, 2014 and ending June 30, 2015. The total awarded will be \$500,000.

The expectation for awardees include:

- a) Establish a collaborative leadership team and process. The team must include school district faculty and staff, one or more Oregon federally recognized Tribe(s), post-secondary faculty and staff, pre-service teachers, new teachers, community partners, and other invested entities.
- b) Use grant funds appropriately to provide support for activities and programming.
- c) Participate in a community of practice networking with other awarded grantees.
- d) Use research-based best practice and data, as appropriate, to inform pedagogy and practice.
- e) Participate in scheduled grant meetings and training events.
- f) Host visits for other interested entities seeking to learn about culturally responsive pedagogy and practices for American Indian Alaskan Native students.

Status

The Request for Proposal Application was released on January 31, 2014 and is due prior to March 14, 2014. It is expected that successful applicants will be notified of awards prior to March 24, 2014.

**Network of Quality Teaching and Learning:
Culturally Responsive Pedagogy and Practices Grant**

Description

Enrolled HB 3233 Section 2 (3)(f) instructs the Department of Education to distribute funding “to school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices”.

To effectively carry out the intent of this legislation, ODE was awarded \$5,500,000 and subsequently created five separate grant opportunities for the purpose of funding initiatives to improve educational outcomes for historically underserved students.

The fifth of five awards is the Culturally Responsive Pedagogy and Practices Grant designed to create opportunities and support districts in closing the opportunity gap through culturally responsive pedagogy. The training, mentoring and study of best practices will ensure educators are able to provide culturally relevant, effective instruction and to motivate, engage and support students of color. The goals of this grant are to:

- Increase academic achievement, retention, and graduation rates for students of color;
- Increase student engagement and participation;
- Increase the number of culturally responsive teachers and teaching;
- Strengthen the bond and communication between home, school, tribe, and the larger community;
- Effectively utilize the local community as an extension of the classroom learning environment;
- Implement professional development that is culturally responsive and extends throughout the entire school year;
- Closing opportunity gaps for students who are culturally and/or linguistically diverse.

Application

The Request for Proposal was released January 31, 2013, and is to support districts in closing the achievement and opportunity gaps through implementation of culturally responsive pedagogy and practices, and/or to support in their efforts of preparing culturally competent teachers to work in the field of education.

Additional information

When applications are reviewed, the selection committee will be awarding responses that:

- a) Establish a collaborative leadership team and process. The team should include school district faculty and staff, post-secondary faculty and staff, pre-service teachers, new teachers, community partners, and other invested entities.
- b) Use grant funds appropriately to provide support for activities and programming.
- c) Participate in a community of practice networking with other awarded grantees.
- d) Use research-based best practice and data, as appropriate, to inform pedagogy and practice.
- e) Participate in scheduled grant meetings and training events.
- f) Host visits for other interested entities seeking to learn about culturally responsive pedagogy and practices.

Award

Between \$50,000-\$200,000 per awardee will be available for this two-year grant program beginning March 24, 2014 and ending June 30, 2015. The total awarded will be \$1,500,000.

Status

The Request for Proposal Application was released on January 31, 2014 and is due prior to March 14, 2014. It is expected that successful applicants will be notified of awards prior to March 24, 2014.

Network of Quality Teaching and Learning:
Aligning Professional Development Plans to School Improvement Objectives and Educator's
Needs
Small and Rural School Network

Description

Enrolled HB 3233 Section 2(a) instructs the Department of Education to distribute funding “to enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts, and teacher education institutions. Section 2(e) instructs ode to support “school districts for the purpose of obtaining assessments and development plans to meet school improvement objectives and educator needs.

To effectively carry out the intent of this legislation, ODE was awarded \$2,700,000. The agency divided this funding into three segments to achieve the following:

1. Support for Education Service Districts to obtain grant writing services to support small and rural districts.
2. Support small and rural districts in their implementation of the Common Core Standards and Educator Effectiveness Systems.
3. Support leadership efforts in schools and districts to create need-based professional learning frameworks.

Application

1. Each ESD was awarded \$15,000 for the purpose of supporting small rural school districts in writing grants for Strategic Initiatives RFPs. The total award was \$285,000
2. Distributed \$657,926 (see list below*) to provide additional funds and guidance to small and rural districts via a tiered system of support directed at the following areas:
 - a. E-mentoring for new teachers and administrators
 - b. Professional learning for implementation of the Educator Effectiveness and Common Core State Standards initiatives
 - c. Strengthen leadership capacity on a regional basis in implementing strategic initiatives
3. Supported leadership efforts in schools and districts to create need-based professional learning frameworks.
 - a. ODE contracted with the New Teacher Center for \$250,000 in November 2013 to administer the “TELL Oregon” survey during the 2013-14 school year. The purpose of the Teaching, Empowering, Leading, and Learning (TELL) Oregon Survey is to document and analyze how teachers and other educators view the teaching and learning conditions at their school. The anonymous survey will provide valuable data for policymakers, educators, and stakeholders so they can make evidence-based decisions on policies and practices that will improve student achievement and teacher retention.
 - b. Contract with COSA for \$300,000 to pilot an organizational assessment tool with three (3) school districts that will be chosen; The investments will fund one large district @ \$35,000 per year (10,000 or more students), one midsize district @ \$28,000 per year (4,000-10,000 students) and one small district @ \$21,000 per year (4,000 or fewer students) to conduct organizational assessments.
 - c. ODE leveraged funds (\$1,150,000) targeted for leadership improvement as part of the three statewide Educator Effectiveness and Common Core State Standards District Professional Learning Team Conferences hosted by ODE in 2013-14 at no cost to

districts. In fall 2013, district leadership teams completed a Professional Learning System Readiness Assessment based on the national Standards for Professional Learning to develop a needs based professional learning plan for EE/CCSS implementation.

*Small and Rural Grant Awards

Tiered regions based on the US Census bureau's statistical regions were used to provide additional funds to small/rural districts depending on their proximity to an urban center. This enhanced Common Core/Educator Effectiveness funds based on non-weighted ADM that is tiered to small districts. These small/ rural districts were encouraged to pool their resources with school districts in their region in order to leverage these funds and fund things like in-person coaching to implement the new educator evaluations and Common Core.

District	Students	Small/Rural Alloc.	District	Students	Small/Rural Alloc.
Colton SD 53	628	\$3,600	Junction City SD 69	1,693	\$4,500
S.Wasco Co SD 1	211	\$3,870	Monroe SD 1J	448	\$2,700
Dufur SD 29	276	\$3,870	Philomath SD 17J	1,637	\$4,500
Corbett SD 39	1,271	\$4,500	Santiam Canyon SD 129J	535	\$3,600
Falls City SD 57	130	\$2,700	Central Linn SD 552	672	\$3,600
St Paul SD 45	250	\$2,700	Harrisburg SD 7J	879	\$3,600
Perrydale SD 21	333	\$2,700	Alsea SD	144	\$2,700
Gervais SD 1	1,070	\$4,500	Powers SD 31	129	\$3,870
N. Marion SD 15	1,944	\$4,500	Port Orford-Lang SD 2CJ	260	\$3,870
Willamina SD 30J	785	\$3,600	Central Curry SD 1	503	\$5,670
Amity SD 4J	900	\$3,600	Myrtle Point SD 41	619	\$5,670
Dayton SD 8	943	\$3,600	Bandon SD 54	713	\$5,670
Sheridan	1,060	\$4,500	Coquille SD 8	912	\$5,670
Yamhill Carlton SD 1	1,140	\$4,500	Brookings-Harbor SD 17C	1,594	\$7,470
Banks SD 13	1,095	\$4,500	Pinehurst SD 94	26	\$3,870
Jewell SD 8	155	\$3,870	Butte Falls SD 91	146	\$3,870
Knappa SD 4	462	\$3,870	Prospect SD 59	253	\$3,870
Gaston SD 511J	483	\$2,700	Rogue River SD 35	897	\$5,670
Nestucca Valley SD 101J	499	\$5,400	Camas Valley SD 21J	164	\$3,870
Vernonia SD 47J	554	\$3,600	Douglas County SD 15	209	\$3,870
Neah-Kah-Nie SD 56	724	\$8,100	Elkton SD 34	246	\$3,870
Clatskanie SD 6J	729	\$3,600	Yoncalla SD 32	320	\$3,870
Warrenton-Ham SD 30	892	\$5,670	Glendale SD 77	329	\$3,870
Rainier SD 13	1,004	\$4,500	North Douglas SD 22	349	\$3,870
Seaside SD 10	1,559	\$7,470	Riddle SD 70	415	\$3,870
Astoria SD 1	1,910	\$7,470	Oakland SD 1	518	\$5,670
Tillamook SD 9	1,961	\$10,800	Reedsport SD 105	599	\$5,670
Mapleton SD 32	173	\$2,700	Glide SD 12	638	\$5,670
Marcola SD 79J	195	\$2,700	Sutherlin SD 130	1,343	\$7,470
Blachly SD 90	214	\$2,700	Winston-Dillard SD 116	1,445	\$7,470
McKenzie SD 68	218	\$2,700	South Umpqua SD 19	1,459	\$7,470
Lowell SD 71	262	\$2,700	Adel SD 21	6	\$5,400
Crow-Apple-Lorane SD 66	288	\$2,700	Plush SD 18	8	\$5,400
Pleasant Hill SD 1	891	\$3,600	Paisley SD 11	220	\$5,400
Fern Ridge SD 28J	1,487	\$4,500	North Lake SD 14	240	\$5,400

Lake County SD 7	732	\$8,100	Joseph SD 6	234	\$5,400
Double O SD 28	2	\$5,400	Enterprise SD 21	379	\$5,400
Frenchglen SD 16	8	\$5,400			
Pine Creek SD 5	9	\$5,400			
South Harney SD 33	12	\$5,400			
Drewsey SD 13	13	\$5,400			
Suntex SD 10	13	\$5,400			
Diamond SD 7	16	\$5,400			
Harney County SD 4	52	\$5,400			
Harney/ Union High SD 1J	71	\$5,400			
Harney County SD 3	857	\$8,100			
Sisters	1,206	\$4,500			
Ashwood SD 8	4	\$5,400			
Black Butte SD 41	22	\$5,400			
Culver SD 4	699	\$8,100			
Long Creek SD 17	36	\$5,400			
Monument SD 8	45	\$5,400			
Dayville SD 16J	60	\$5,400			
Prairie City SD 4	149	\$5,400			
John Day SD 3	611	\$8,100			
Spray SD 1	37	\$5,400			
Condon SD 25J	140	\$5,400			
Arlington SD 3	149	\$5,400			
Fossil SD 21J	217	\$5,400			
Sherman County SD	246	\$5,400			
Mitchell SD 55	62	\$5,400			
Juntura SD 12	5	\$5,400			
Arock SD 81	10	\$5,400			
Annex SD 29	80	\$5,400			
Jordan Valley SD 3	81	\$5,400			
Harper SD 66	105	\$5,400			
Adrian SD 61	231	\$5,400			
Vale SD 84	888	\$8,100			
Nyssa SD 26	1,145	\$10,800			
lone SD R2	184	\$3,870			
Morrow SD 1	2,184	\$7,470			
Ukiah SD 80R	49	\$3,870			
Helix SD 1	158	\$3,870			
Echo SD 5	247	\$3,870			
Pilot Rock SD 2	364	\$3,870			
Stanfield SD 61	513	\$5,670			
Athena-Weston SD 29RJ	567	\$5,670			
Umatilla SD 6R	1,356	\$7,470			
Milton-Freewater Unified SD 7		\$7,470			
Burnt River SD 30J	31	\$5,400			
Huntington SD 16J	64	\$5,400			
Pine Eagle SD 61	188	\$5,400			
Baker SD 5J	2,164	\$10,800			
North Powder SD 8J	273	\$3,870			
Cove SD 15	277	\$3,870			
Imbler SD 11	328	\$3,870			
Union SD 5	358	\$3,870			
Elgin SD 23	385	\$3,870			
La Grande SD 1	2,132	\$7,470			
Troy SD 54	2	\$5,400			
Wallowa SD 12	228	\$5,400			

**Network of Quality Teaching and Learning:
Educator Effectiveness and Common Core – College and Career Readiness
Assessments**

Description

Enrolled HB 3233 Section 1(3)(g) instructs the Department of Education to distribute funding “to school districts and non-profit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments;” section 3 (a) instructs the Department of Education to distribute funding “to school districts, schools, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation of common core state standards;” section 1 (5)(a)) instructs the Department of Education to support the Network by “developing a system that ensures statewide dissemination of best practices and evidence-based models.”

To effectively carry out the intent of this legislation, ODE will award one million dollars across three purposes: (1) an agency(ies) who will develop and provide assessment technical assistance; (2) an agency(ies) who will develop assessment online system features; and (3) districts who will provide release time for staff in order to building local assessment capacity.

1. Assessment Technical Assistance Provider Contract

\$210,000 to an agency(ies) who will develop high-quality training modules that assist districts in building local assessment capacity, which is at the heart of a proficiency-based educational system. Local assessment capacity for these purposes means teachers in the district can (a) develop their own high-quality assessments, (b) evaluate and adapt assessments found in open educational resources, and (c) understand how their local assessments complement and integrate with other assessment systems or programs.

2. Assessment Technical Assistance Online System Developer Contract

\$190,000 to an agency(ies) who will develop the following features within the “Portal” online system: (a) training modules delivery system; (b) scoring interface for use in training modules and for use with student work; (c) standards database; (d) assessment item development interface, including tagging with standards; (e) interface for assembling items into an assessment; (f) library feature for exploring ready-made assessments.

3. District Contracts for Building Local Assessment Capacity

\$600,000 divided into six district contracts to develop local assessment capacity. Each district will develop two Common Core standards-aligned assessments, with graded student work, for grades three through twelve. Assessments will be developed for use in a proficiency-based educational setting. Districts will be selected to develop either English Language Arts and Literacy assessments or Mathematics assessments.

From each of the selected districts, two teams (with at least two teachers on each team) will participate in assessment trainings. Each team will develop an

assessment for their grade-level. Teams will collect feedback from colleagues and the assessment technical assistance provider and will revise assessments based on the feedback. Teams, plus additional teachers if available, will administer the assessment to students and participate in collaborative scoring to (1) calibrate expectations and (2) practice proficiency-based scoring.

Each district will then become a regional ambassador for the assessment technical assistance modules and the online system features. Districts will co-present at the Summer Assessment Institute and be available to share their experience locally, as needed.

Application

Contract	Procurement Process	Procurement Timeline
1. Assessment Technical Assistance Provider Contract	Contracting opportunity announced on ORPIN. Contract selected by a panel who evaluate responses against criteria.	January-February, 2014
2. Assessment Technical Assistance Online System Developer Contract	Contracting opportunity announced on ORPIN. Contract selected by a panel who evaluate responses against criteria.	March-April, 2014
3. District Contracts for Building Local Assessment Capacity	Request for Proposals posted on ORPIN. Contracts selected by a panel who evaluate proposals against criteria.	March-May, 2014

Network of Quality Teaching and Learning:
Educator Preparation and Recruitment

Description

Enrolled HB 3233 Section 2 (3)(h) instructs the Department of Education to distribute funding “to school districts, nonprofit organizations and post-secondary institutions for the purposes of strengthening educator preparation programs and supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.”

The Legislature and the Department of Education designated a total of \$2,500,000 for this area. Within this area the the OEIB in conjunction with the Department has developed the following projects:

- Educator Preparation – Strengthen and transform educator preparation programs
- Educator Preparation – Performance Assessments
- Educator Preparation – Quality Teaching and Learning Summer Institute
- Educator Preparation – Data System
- Educator Recruitment-Oregon Minority Educator Pipeline Models Grant
- Educator Retention – Oregon Minority Educator Retention Grant

Targeted Outcomes by 2015

- Ten percent 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.

Educator Preparation – Strengthen and transform educator preparation programs

Description

The purpose of this program is to strengthen and transform educator preparation programs through school district and university partnerships and program accountability.

In conjunction with the Teach Oregon Initiative, two school district and university partnership will receive \$501,200 over a two year period. Approximately \$300,000 will be distributed by May 2014 through an intergovernmental agreement to support implementation of a common performance assessment in all initial licensure programs. These projects were vetted through a one year design phase along with three other projects that were already funded through the Teach Oregon Initiative.

Award

Grant recipients:

- Central Oregon
Bend La Pine, Crook County, Sisters School Districts, High Desert ESD, Oregon State University-Central Oregon, Central Oregon Community College
- PAC7
Sherwood, Newberg, Woodburn, Tillamook School Districts, Chemeketa and Tillamook Bay Community Colleges, George Fox and Pacific Universities

Educator Preparation – Performance Assessments

Up to \$300,000 will be distributed by May 2014 through an intergovernmental agreement to a lead institution to establish reliability and validity for Oregon's required performance assessment used in all initial licensure programs

Educator Preparation – Quality Teaching and Learning Summer Institute

The first Quality Teaching and Learning Summer Institute for educator preparation faculty and their clinical school partners will be launched at Oregon State University from June 23 to June 17, 2014.

This year's summer institute's main focus is on Pedagogical Practices and Educator Preparation. Post-secondary Institutions with educator preparation programs will send teams of 4-5 people. These teams will have the chance to observe, help facilitate and debrief the use of core teaching practices grounded in the Common Core State Standards and Next Gen science standards that are enacted with a group of middle level students.

The goal is for 12 teams participate, which will result in up to 60 participants at the institute.

Application

The Department of Education sent a letter of inquiry to post-secondary institutions with educator preparation programs.

Status

Based on the number of responses to the letter, the Department will determine whether the grant will be competitive. It is anticipated that grants will be awarded by the end of March, 2014.

Educator Preparation – Data System

Up to \$100,000 will be awarded prior to the end of May 2014 through a competitive RFP to develop a data system able to regularly track supply, demand, minority teacher data, hiring, and retention.

Educator Recruitment-Oregon Minority Educator Pipeline Models Grant

Description

The Oregon Minority Educator Pipeline Models Grant of 2013-15 is intended to expand models for recruiting and retaining educators who are culturally and /or linguistically diverse.

Up to \$180,000 will be funded to each grant recipient in this application period. Grants will be funded based on detailed information submitted by grantees and on the budget template provided in this application. Grantees must assert their intent to continue these programs and/or services for at least two years beyond the grant funding through a sustainability plan.

The purpose of the grant program is to provide funds to school districts and post-secondary institutions who can create collaborative processes around:

- (a) Developing a statewide program with interested partners that provides free and/or low cost advising and academic supports to diverse educators;
- (b) Formalizing partnerships with professional groups to leverage tutoring and internships;
- (c) Volunteering experiences as a way of assisting future educators exploration of education related careers;
- (d) Working with TeachOregon projects to develop, test, and expand improved job recruitment and retention practices that lead to a more diverse workforce in Oregon;
- (e) Creating a high school cadet program or career pathway model for district employees to recruit future educators who are culturally and/or linguistically diverse;
- (f) Allocating funding to provide financial support to future educators from underrepresented populations.

Application

The Department gave priority to proposals that meet the minimum criteria and:

- (a) Provide a sustainability plan to continue the program for at least two years after the grant funding has ended.
- (b) The extent to which the applicant clearly documents its capacity to implement and carry out purposeful system for recruiting a diverse student population, providing financial support to future educators, and collaborating with key partners in the process.

The Department of Education shall allocate funds for the grant program based on the evaluation of the grant application and the following considerations:

- (a) Geographic location of the district to insure geographic diversity within the recipients of grant program funds throughout the state;

- (b) Applicants who have documented evidence of creating and maintaining successful minority educator pipeline models;
- (c) Applicants who have a high level of potential teacher candidates (applicant pool) from diverse cultural and linguistic backgrounds; and
- (d) Give preference to applicants that have demonstrated success in creating strong partnerships with community organizations support outcomes.

Status

The RFP was released on November 29, 2013 and is due February 14, 2014.

Educator Retention – Oregon Minority Educator Retention Grant

Description

This grant is focused on developing strong systems of minority teacher retention in Oregon. Research notes that best practice in retention of a diverse teaching staff considers the following:

- Connections with K-12 students to promote awareness and interest in the teaching profession
- Support of alternative licensing programs that do not threaten or compromise the existence and integrity of traditional programs
- Significant financial assistance through scholarships, fellowships, loan forgiveness, tuition payments, testing fees, technology, etc.
- Placing a strong value on the teaching profession in the public sector
- Stronger community and school district partnerships
- Purposeful and relevant support of teachers once they are in the classroom
- Opportunities for pre-service teachers to work in the classroom while working on credentials

The Oregon Minority Educator Retention Grant is intended to fund school districts that plan, develop, and/or pilot models for retaining culturally and/or linguistically diverse teaching staff. Schools district can apply for two types of grants: (1) \$10,000 for a design/planning grant and are eligible to request an addition \$25,000 in Year 2 for implementation; and (2) \$25,000 for an implementation grant.

Up to five school districts will be awarded grant funds. Grantees must assert their intent to continue these programs for at least two years beyond the grant funding through a sustainability plan.

Application

Grants shall be awarded based on the following criteria:

- (a) Whether the grant application identifies how the funds will be used to reach the targeted outcomes and intent of the Oregon Teacher Corps and the Oregon Minority Teacher Act.
- (b) Whether the grant applicant demonstrates readiness, commitment, and support to design and implement models of retention for culturally and/or linguistically diverse educators.

The Department shall give priority to proposals that meet the minimum criteria and:

- (a) Provide a sustainability plan to continue the program for at least two years after the grant funding has ended.

(b) Consider research-based best practice around minority educator retention models.

The Department of Education shall allocate funds for the grant program based on the evaluation of the grant application and the following considerations:

(a) Geographic location of the district to insure geographic diversity within the recipients of grant program funds throughout the state;

(b) Organizations who have documented evidence of creating and maintaining successful minority educator retention models;

(c) Organizations who have a high level of potential teacher candidates (applicant pool) from diverse cultural and linguistic backgrounds; and

(d) Give preference to entities that have demonstrated success in creating strong partnerships with community organizations to support outcomes.

Status

The RFP was released on November 29, 2013 and is due February 14, 2014.

Network of Quality Teaching and Learning:
Early Learning Professional Development Grant

Description

Enrolled HB 3233 Section 2 (3)(i) instructs the Department of Education to distribute funding “To providers of early learning services, nonprofit organizations and post-secondary institutions for the purposes of providing professional development and supporting providers of early learning services with opportunities for professional collaboration and advancement.”

The Early Learning Professional Development Grant is still in the development stage. Scholarships and professional development for early learning providers are being aligned with the Race to the Top priorities to further leverage these funds. The purpose of this investment is to address and support a culturally and linguistically diverse workforce in early learning and to provide low-income working child care providers with access to community college and university programs that advance their careers and skill development. An array of supports will include a navigator model to assist students and to assure student success and completion.