

CERTIFICATION

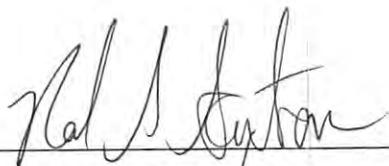
I hereby certify that the accompanying summary and detailed statements are true and correct to the best of my knowledge and belief and that the arithmetic accuracy of all numerical information has been verified.

Oregon Department of Education

Public Service Building, 255 Capitol Street NE, Salem Oregon 97310

AGENCY NAME

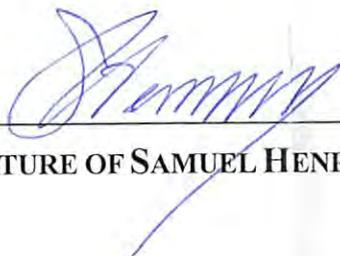
AGENCY ADDRESS



SIGNATURE OF ROB S. SAXTON

Deputy Superintendent of Public Instruction

TITLE



SIGNATURE OF SAMUEL HENRY

Chair, State Board of Education

TITLE

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2015-17 GOVERNOR’S RECOMMENDED BUDGET

TABLE OF CONTENTS

INTRODUCTORY INFORMATION

Certification.....1
 Table of Contents.....3

LEGISLATIVE ACTION5

AGENCY SUMMARY

1. Agency Summary Graphics.....171
 2. Narrative175
 3. 2015-17 Expenditure Summary by ODE Office185
 4. Summary of 2015-17 Budget (BDV104)195
 5. Agencywide Program Unit Summary (BPR010)200
 6. Prioritized List of Programs203
 7. Reduction Options205
 8. Organizational Charts.....211

REVENUES

1. Revenue Forecast Narrative.....213
 2. Detail of Lottery Funds, Other Funds and Federal Funds Revenue (BPR012).....226

PROGRAM UNITS

1. Department Operations257
 2. School for the Deaf423
 3. Youth Corrections Education and Juvenile Detention Education Programs457
 4. Grant-in-Aid.....477
 5. School Funding543
 6. Common School Fund.....577
 7. Early Learning Division583
 8. Youth Development Division631
 9. Debt Related Costs649

2015-17 GOVERNOR'S RECOMMENDED BUDGET

TABLE OF CONTENTS

FACILITIES MAINTENANCE657

SPECIAL REPORTS

- 1. Annual Performance Progress Report663
- 2. Affirmative Action770
- 3. HB 3165 Compliance Letter863
- 4. IT Projects/Initiatives864
- 5. Secretary of State Audits.....865
- 6. Oregon Budget Information Tracking System (ORBITS) and Position Inventory Control System (PICS) Reports

ANA100A.....979

ANA101A.....1019

BDV103A.....1214

BSU003A.....1317

BSU004A.....1326

PPDPLWSBUD.....1332

PPDPLAGYCL.....1350

PPDPLBUDCL.....1356

OREGON DEPARTMENT OF EDUCATION

77th OREGON LEGISLATIVE ASSEMBLY – 2013 Session
BUDGET REPORT AND MEASURE SUMMARY

MEASURE: HB 2585-B

JOINT COMMITTEE ON WAYS AND MEANS

Carrier – House: Rep. Gelser
Carrier – Senate: Sen. Edwards

Action: Do Pass the A-Engrossed Measure as Amended and as Printed B-Engrossed

Vote: 25 – 0 – 1

House

Yeas: Barker, Buckley, Frederick, Freeman, Hanna, Huffman, Jenson, Komp, Nathanson, Read, Richardson, Smith, Tomei, Williamson

Nays:

Exc: McLane

Senate

Yeas: Bates, Devlin, Edwards, Girod, Hansell, Johnson, Monroe, Steiner Hayward, Thomsen, Whitsett, Winters

Nays:

Exc:

Prepared By: Bill McGee, Department of Administrative Services

Reviewed By: Tim Walker, Legislative Fiscal Office

Meeting Date: June 26, 2013

Agency

Oregon Department of Education

Biennium

2013-15

OREGON DEPARTMENT OF EDUCATION

Budget Summary*

	2011-13 Legislatively Approved Budget ⁽¹⁾	2013-15 Current Service Level	2013-15 Committee Recommendation	Committee Change from 2011-13 Leg. Approved	
				\$ Change	% Change
General Fund	\$ 0	\$ 0	\$ 0	\$ 102,674	100.0%

Summary of Revenue Changes

General Fund is appropriated to the Oregon Department of Education for the cost of building and maintaining a database to record complaints and developing reports and for investigation of complaints.

Summary of Education Subcommittee Action

House Bill 2585 directs the State Board of Education to adopt a process for receiving and investigating complaints about the use of physical restraint or seclusion of students in schools, and requires entities that have jurisdiction over public education programs to submit annual reports on the use of physical restraint or seclusion to the Superintendent of Public Instruction. The subcommittee approved \$102,674 General Fund for the Oregon Department of Education (ODE) for costs to build and maintain a database for complaints and reports and for investigation of complaints. The Education Subcommittee recommends HB 2585 be amended and reported out do pass, as amended.

OREGON DEPARTMENT OF EDUCATION

DETAIL OF JOINT COMMITTEE ON WAYS AND MEANS ACTION

HB 2585-B

Oregon Department of Education
Bill McGee 503-378-2078

DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE
			LIMITED	NONLIMITED	LIMITED	NONLIMITED			
2011-13 Legislatively Approved Budget at Dec 2012 *	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00
2013-15 ORBITS printed Current Service Level (CSL)*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00
<u>SUBCOMMITTEE ADJUSTMENTS (from CSL)</u>									
SCR 100: Operations									
Personal Services	\$ 98,669	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 98,669	0	0.00
Services and Supplies	\$ 4,005	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 4,005		
TOTAL ADJUSTMENTS	\$ 102,674	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 102,674	0	0.00
SUBCOMMITTEE RECOMMENDATION *	\$ 102,674	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 102,674	0	0.00
% Change from 2011-13 Leg Approved Budget	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Change from 2013-15 Current Service Level	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

*Excludes Capital Construction Expenditures

OREGON DEPARTMENT OF EDUCATION

77th OREGON LEGISLATIVE ASSEMBLY – 2013 Session
BUDGET REPORT AND MEASURE SUMMARY

MEASURE: HB 2644-B

Carrier – House: Rep. Frederick

Carrier – Senate: Sen. Girod

JOINT COMMITTEE ON WAYS AND MEANS

Action: Do Pass the A-Engrossed Measure as Amended and as Printed B-Engrossed

Vote: 23 – 2 – 1

House

Yeas: Barker, Buckley, Frederick, Huffman, Jenson, Komp, Nathanson, Read, Richardson, Smith, Tomei, Williamson

Nays: Freeman, Hanna

Exc: McLane

Senate

Yeas: Bates, Devlin, Edwards, Girod, Hansell, Johnson, Monroe, Steiner Hayward, Thomsen, Whitsett, Winters

Nays:

Exc:

Prepared By: Bill McGee, Department of Administrative Services

Reviewed By: Tim Walker, Legislative Fiscal Office

Meeting Date: June 25, 2013

Agency

Oregon Department of Education

Biennium

2013-15

OREGON DEPARTMENT OF EDUCATION

Budget Summary*

	2011-13 Legislatively Approved Budget ⁽¹⁾	2013-15 Current Service Level	2013-15 Committee Recommendation	Committee Change from 2011-13 Leg. Approved	
				\$ Change	% Change
General Fund	\$ 0	\$ 0	\$ 267,446	\$ 267,446	100.0%

Position Summary

Authorized Positions	0	0	2	2
Full-time Equivalent (FTE) positions	0.00	0.00	1.35	1.35

⁽¹⁾ Includes adjustments through December 2012

* Excludes Capital Construction expenditures

Summary of Revenue Changes

General Fund is appropriated to the Oregon Department of Education for the cost of modifying data systems to meet the reporting requirements in the bill.

Summary of Education Subcommittee Action

HB 2644 requires public education programs to report class size information to the Oregon Department of Education (ODE), including the number of students and number of licensed or registered teachers regularly assigned to students. Education programs covered by the bill include school districts, public charter schools, education service districts, specified long term care or treatment facilities, the Youth Corrections Education Program and the Oregon School for the Deaf.

ODE is directed to makes the class size information available to the public and to the Legislative Assembly. The bill instructs ODE to report on core curriculum classes as defined by the State Board of Education for 2014-15 school year. In the 2015-16 school year ODE would report on all classes.

ODE is currently working on a data system funded with federal American Relief and Recovery Act funds that will be able to meet the reporting requirements of this bill, but is not robust enough to collect and report the volume of data required by this bill. ODE will need to make technical improvements to the system and create a reporting process. The bill appropriates \$267,446 General Fund to ODE to meet these requirements. These are one-time costs that would be incurred in the 2013-15 biennium. Two limited duration positions (1.35 full-time equivalent) were established: a full-time Information Systems Specialist 7 and a part-time Research Analyst 4.

HB 2644-B
Page 2 of 3

OREGON DEPARTMENT OF EDUCATION

DETAIL OF JOINT COMMITTEE ON WAYS AND MEANS ACTION

HB 2644-B

Oregon Department of Education
 Bill McGee 503-378-2078

DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE
			LIMITED	NONLIMITED	LIMITED	NONLIMITED			
2011-13 Legislatively Approved Budget at Dec 2012 *	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00
2013-15 ORBITS printed Current Service Level (CSL)*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00
<u>SUBCOMMITTEE ADJUSTMENTS (from CSL)</u>									
SCR 100 Operatons									
Personal Services	\$ 267,446		\$ 0	\$ 0	\$ 0	\$ 0	\$ 267,446	2	1.35
TOTAL ADJUSTMENTS	\$ 267,446	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 267,446	2	1.35
SUBCOMMITTEE RECOMMENDATION *	\$ 267,446	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 267,446	2	1.35
% Change from 2011-13 Leg Approved Budget	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
% Change from 2013-15 Current Service Level	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		

*Excludes Capital Construction Expenditures

OREGON DEPARTMENT OF EDUCATION

77th OREGON LEGISLATIVE ASSEMBLY – 2013 Session
BUDGET REPORT AND MEASURE SUMMARY

MEASURE: HB 2649-B

Carrier – House: Rep. Sprenger

Carrier – Senate: Sen. Monroe

JOINT COMMITTEE ON WAYS AND MEANS

Action: Do Pass the A-Engrossed Measure as Amended and as Printed B-Engrossed

Vote: 25 – 0 – 1

House

Yeas: Barker, Buckley, Frederick, Freeman, Hanna, Huffman, Jenson, Komp, Nathanson, Read, Richardson, Smith, Tomei, Williamson

Nays:

Exc: McLane

Senate

Yeas: Bates, Devlin, Edwards, Girod, Hansell, Johnson, Monroe, Steiner Hayward, Thomsen, Whitsett, Winters

Nays:

Exc:

Prepared By: Jim Carbone, Department of Administrative Services

Reviewed By: Tim Walker, Legislative Fiscal Office

Meeting Date: June 26, 2013

Agency

Department of Education

Biennium

2013-15

OREGON DEPARTMENT OF EDUCATION

Budget Summary *

	2011-13 Legislatively Approved Budget ⁽¹⁾	2013-15 Current Service Level	2013-15 Committee Recommendation	Committee Change from 2011-13 Leg. Approved	
				\$ Change	% Change
General Fund	\$ 0	\$ 0	\$ 500,000	\$ 500,000	100%
Total	\$ 0	\$ 0	\$ 500,000	\$ 500,000	100%

Position Summary

Authorized Positions	0	0	0	0
Full-time Equivalent (FTE) positions	0.00	0.00	0.00	0.00

(1) Includes adjustments through December 2012.

* Excludes Capital Construction expenditures

Summary of Revenue Changes

The funding for the grant program described in ORS 336.431 is entirely General Fund.

Summary of Education Subcommittee Action

“Farm to School” programs enable schools to offer fresh, locally sourced products in their cafeterias, and to design corresponding hands-on curricula that may include farm visits, gardening, cooking, composting, and recycling. These programs aim to promote mutually beneficial educational activities and economic development by focusing on children’s long-term health habits and academic achievement while supporting local farmers and food processors.

HB 2649 appropriates \$500,000 General Fund for grants to school districts for food programs described in ORS 336.431. This statute allows a school district to apply to the Department of Education for a grant to be used to reimburse the district for costs incurred by the school district to purchase Oregon food products or to fund food-based, agriculture-based and garden-based educational activities. The Department is directed to distribute this grant money “at least 80 percent” for reimbursements and “at least 10 percent” for educational activities.

OREGON DEPARTMENT OF EDUCATION

DETAIL OF JOINT COMMITTEE ON WAYS AND MEANS ACTION

HB 2649-B

Department of Education
Jim Carbone 503-378-3619

DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE
			LIMITED	NONLIMITED	LIMITED	NONLIMITED			
2011-13 Legislatively Approved Budget at Dec 2012 *	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00
2013-15 ORBITS printed Current Service Level (CSL)*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00
SUBCOMMITTEE ADJUSTMENTS (from CSL)									
SCR 100: Operations									
Personal Services	\$ 10,000		\$ 0	\$ 0	\$ 0	\$ 0	\$ 10,000	0	0.00
SCR 300: Grant-in-Aid									
Special Payments	\$ 490,000		\$ 0	\$ 0	\$ 0	\$ 0	\$ 490,000		
TOTAL ADJUSTMENTS	\$ 500,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 500,000	0	0.00
SUBCOMMITTEE RECOMMENDATION *	\$ 500,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 500,000	0	0.00
% Change from 2011-13 Leg Approved Budget	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%		
% Change from 2013-15 Current Service Level	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%		

*Excludes Capital Construction Expenditures

OREGON DEPARTMENT OF EDUCATION

77th OREGON LEGISLATIVE ASSEMBLY – 2013 Session
BUDGET REPORT AND MEASURE SUMMARY

MEASURE: HB 2729

JOINT COMMITTEE ON WAYS AND MEANS

Carrier – House: Rep. Komp
Carrier – Senate: Sen. Monroe

Action: Do Pass

Vote: 23 – 2 – 1

House

Yeas: Barker, Buckley, Frederick, Huffman, Jenson, Komp, Nathanson, Read, Richardson, Smith, Tomei, Williamson

Nays: Freeman, Hanna

Exc: McLane

Senate

Yeas: Bates, Devlin, Edwards, Girod, Hansell, Johnson, Monroe, Steiner Hayward, Thomsen, Whitsett, Winters

Nays:

Exc:

Prepared By: Jim Carbone, Department of Administrative Services

Reviewed By: Tim Walker, Legislative Fiscal Office

Meeting Date: June 25, 2013

Agency

Department of Education

Biennium

2013-15

OREGON DEPARTMENT OF EDUCATION

Budget Summary *

	2011-13 Legislatively Approved Budget ⁽¹⁾	2013-15 Current Service Level	2013-15 Committee Recommendation	Committee Change from 2011-13 Leg. Approved	
				\$ Change	% Change
General Fund	\$ 0	\$ 0	\$ 360,000	\$ 360,000	100%
Total	\$ 0	\$ 0	\$ 360,000	\$ 360,000	100%

(1) Includes adjustments through December 2012.

* Excludes Capital Construction expenditures

Position Summary

Authorized Positions	0	0	0	0
Full-time Equivalent (FTE) positions	0.00	0.00	0.00	0.00

(1) Includes adjustments through December 2012.

* Excludes Capital Construction expenditures

Summary of Revenue Changes – Funded by General Funds.

Summary of Education Subcommittee Action

HB 2729 appropriates \$300,000 General Fund to Oregon Department of Education (ODE) to provide grants for the United States Department of Agriculture’s (USDA) Afterschool Meal and Snack Program. It also appropriates \$60,000 General Fund to ODE to administer the grant program. The grant program would be administered through a contractor, who would accept and review applications for grants and make awards. Payments would be processed through the department’s electronic grant management system (EGMS).

The Afterschool Snack Program operates similar to the National School Lunch Program. School districts and independent schools that choose to take part in the snack program receive cash subsidies from the USDA for each snack they serve. In return, they must serve snacks that meet Federal requirements, and they must offer free or reduced price snacks to eligible children. The federal program reimburses sponsors a portion of the cost of afterschool snacks/meals for at-risk programs. The General Fund would supplement the reimbursement to sponsors, making it more cost effective to offer more of these programs.

OREGON DEPARTMENT OF EDUCATION

DETAIL OF JOINT COMMITTEE ON WAYS AND MEANS ACTION

HB 2729

Department of Education
Jim Carbone - 503-378-3619

DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE
			LIMITED	NONLIMITED	LIMITED	NONLIMITED			
2011-13 Legislatively Approved Budget at Dec 2012 *	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00
2013-15 ORBITS printed Current Service Level (CSL)*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00
<u>SUBCOMMITTEE ADJUSTMENTS (from CSL)</u>									
SCR 100: Operations									
Services and Supplies	\$ 60,000		\$ 0	\$ 0	\$ 0	\$ 0	\$ 60,000	0	0.00
SCR 300: Grant-in-Aid									
Special Payments	\$ 300,000		\$ 0	\$ 0	\$ 0	\$ 0	\$ 300,000	0	0.00
TOTAL ADJUSTMENTS	\$ 360,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 360,000	0	0.00
SUBCOMMITTEE RECOMMENDATION *	\$ 360,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 360,000	0	0.00
% Change from 2011-13 Leg Approved Budget	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
% Change from 2013-15 Current Service Level	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

*Excludes Capital Construction Expenditures

77th OREGON LEGISLATIVE ASSEMBLY – 2013 Session
BUDGET REPORT AND MEASURE SUMMARY

MEASURE: HB 2912-B

JOINT COMMITTEE ON WAYS AND MEANS

Carrier – House: Rep. Frederick

Carrier – Senate: Sen. Girod

Action: Do Pass the A-Engrossed Measure as Amended and as Printed B-Engrossed

Vote: 25 – 0 – 1

House

Yeas: Barker, Buckley, Frederick, Freeman, Hanna, Huffman, Jenson, Komp, McLane, Nathanson, Read, Richardson, Smith, Tomei, Williamson

Nays:

Exc:

Senate

Yeas: Bates, Devlin, Edwards, Girod, Hansell, Johnson, Monroe, Steiner Hayward, Whitsett, Winters

Nays:

Exc: Thomsen

Prepared By: Jim Carbone, Department of Administrative Services

Reviewed By: Doug Wilson, Legislative Fiscal Office

Meeting Date: June 28, 2013

Agency

Department of Education

Biennium

2013-15

OREGON DEPARTMENT OF EDUCATION

Budget Summary*

	2011-13	2013-15 Current	2013-15 Committee	Committee Change from	
	Legislatively Approved Budget (1)	Service Level	Recommendation	2011-13 Leg. Approved	
				\$S Change	% Change
General Fund	\$ 0	\$ 0	\$ 739,770	\$ 739,770	100%
Total	\$ 0	\$ 0	\$ 739,770	\$ 739,770	

Position Summary

Authorized Positions	0	0	1	1
Full-time Equivalent (FTE) positions	0.00	0.00	0.25	0.25

(1) Includes adjustments through December 2012.

* Excludes Capital Construction expenditures

Summary of Revenue Changes

The funding for this increase in the Career and Technical Student Organization Grant Program and related planning and administration is entirely General Fund.

Summary of Education Subcommittee Action

ORS 344.125 directs the Department of Education, the Department of Community Colleges and Workforce Development and the Bureau of Labor and Industries to collaborate on issues related to career and technical education. House Bill 2912 expands their responsibility, directing that the establishment of joint high school and community college advisory committees be encouraged. This bill provides \$239,770 General Fund to support advisory committee activities and administrative expenses related to Career and Technical Student Organization grants. These funds will support 0.25 FTE of a position at the Department of Education. In addition they will provide resources for all three agencies' support for the activities of the advisory committees, stakeholder outreach, and report development.

In addition, House Bill 2912 establishes the Career and Technical Student Organization Grant Program and appropriates \$500,000 for grants to school districts and nonprofit entities that support career and technical student organizations. These grants must be used for expenses associated with participation in career and technical student organizations.

OREGON DEPARTMENT OF EDUCATION

DETAIL OF JOINT COMMITTEE ON WAYS AND MEANS ACTION

HB 2912-B

Department of Education
Analyst - Jim Carbone - 503-378-3619

DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE
			LIMITED	NONLIMITED	LIMITED	NONLIMITED			
2011-13 Legislatively Approved Budget at Dec 2012 *	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00
2013-15 ORBITS printed Current Service Level (CSL)*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00
SUBCOMMITTEE ADJUSTMENTS (from CSL)									
SCR 100: Operations									
Personal Services	\$ 81,554	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 81,554	1	0.25
Services & Supplies	\$ 158,216	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 158,216		
SCR 300: Grant-in-Aid									
Special Payments	\$ 500,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 500,000		
TOTAL ADJUSTMENTS	\$ 739,770	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 739,770	1	0.25
SUBCOMMITTEE RECOMMENDATION *	\$ 739,770	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 739,770	1	0.25
% Change from 2011-13 Leg Approved Budget	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%		
% Change from 2013-15 Current Service Level	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%		

*Excludes Capital Construction Expenditures

77th OREGON LEGISLATIVE ASSEMBLY – 2013 Session
BUDGET REPORT AND MEASURE SUMMARY

MEASURE: HB 3264-A

JOINT COMMITTEE ON WAYS AND MEANS

Carrier – House: Rep. Parrish
Carrier – Senate: Sen. Edwards

Action: Do Pass as Amended and as Printed A-Engrossed

Vote: 25 – 0 – 1

House

Yeas: Barker, Buckley, Frederick, Freeman, Hanna, Huffman, Jenson, Komp, Nathanson, Read, Richardson, Smith, Tomei, Williamson

Nays:

Exc: McLane

Senate

Yeas: Bates, Devlin, Edwards, Girod, Hansell, Johnson, Monroe, Steiner Hayward, Thomsen, Whitsett, Winters

Nays:

Exc:

Prepared By: Jim Carbone, Department of Administrative Services

Reviewed By: Tim Walker, Legislative Fiscal Office

Meeting Date: June 25, 2013

Agency

Department of Education

Biennium

2013-15

OREGON DEPARTMENT OF EDUCATION

Budget Summary *

	2011-13 Legislatively Approved Budget ⁽¹⁾	2013-15 Current Service Level	2013-15 Committee Recommendation	Committee Change from 2011-13 Leg. Approved	
				\$ Change	% Change
General Fund	\$ 0	\$ 0	\$ 50,000	\$ 50,000	
Total	\$ 0	\$ 0	\$ 50,000	\$ 50,000	

(1) Includes adjustments through December 2012.

* Excludes Capital Construction expenditures

Position Summary

Authorized Positions	0	0	0	0
Full-time Equivalent (FTE) positions	0.00	0.00	0.00	0.00

(1) Includes adjustments through December 2012.

* Excludes Capital Construction expenditures

Summary of Revenue Changes

General Fund is allocated to the Department of Education to carry out provisions of the bill.

Summary of Education Subcommittee Action

HB 3264 directs the Department of Education to establish a pilot program for the purpose of helping students with disabilities transition to life after high school. It directs school districts, under the pilot program, to develop and implement strategies: to provide students with disabilities information about opportunities available after high school; to assist in applying for post-secondary funding; securing employment; and to access support services.

It directs the Department to identify at least five districts to participate in the pilot program, including: one school district that serves 10,000 or more students; one small school district; and one school district that serves a rural community. The Department will award grants to those districts that are participating in the pilot program.

OREGON DEPARTMENT OF EDUCATION

DETAIL OF JOINT COMMITTEE ON WAYS AND MEANS ACTION

HB 3264-A

Department of Education
Jim Carbone - 503-378-3619

DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE	
			LIMITED	NONLIMITED	LIMITED	NONLIMITED				
2011-13 Legislatively Approved Budget at Dec 2012 *	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00	
2013-15 ORBITS printed Current Service Level (CSL)*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00	
SUBCOMMITTEE ADJUSTMENTS (from CSL)										
SCR 300: Grant-in-Aid										
Special Payments (6040 Dist to Local School Dist)	\$ 50,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	50,000		
TOTAL ADJUSTMENTS	\$ 50,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	50,000	0	0.00
SUBCOMMITTEE RECOMMENDATION *	\$ 50,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	50,000	0	0.00
% Change from 2011-13 Leg Approved Budget	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Change from 2013-15 Current Service Level	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

*Excludes Capital Construction Expenditures

77th OREGON LEGISLATIVE ASSEMBLY – 2014 Session
BUDGET REPORT AND MEASURE SUMMARY

MEASURE: HB 4117-B

JOINT COMMITTEE ON WAYS AND MEANS

Carrier – House: Rep. Fagan
Carrier – Senate: Sen. Edwards

Action: Do Pass the A-Engrossed Measure as Amended and as Printed B-Engrossed

Vote: 25 – 0 – 1

House

Yeas: Barker, Buckley, Frederick, Freeman, Hanna, Huffman, Jenson, Komp, McLane, Nathanson, Read, Richardson, Smith, Tomei, Williamson

Nays:

Exc:

Senate

Yeas: Bates, Devlin, Edwards, Girod, Hansell, Johnson, Monroe, Steiner Hayward, Thomsen, Whitsett

Nays:

Exc: Winters

Prepared By: Lisa Pearson, Department of Administrative Services

Reviewed By: Doug Wilson, Legislative Fiscal Office

Meeting Date: March 3, 2014

Agency

Oregon Department of Education

Biennium

2013-15

OREGON DEPARTMENT OF EDUCATION

Budget Summary⁽¹⁾

	2013-15 Legislatively Approved Level ⁽²⁾		2014 Committee Recommendation		Committee Change from 2013-15 Leg. Approved		
	\$		\$		\$ Change	% Change	
General Fund	\$	0	\$	\$500,000	\$	\$500,000	100%

(1) Excludes Capital Construction expenditures

(2) Includes approved expenditures through November 2013 and administrative actions

Revenue Summary

House Bill 4117 is funded with General Fund.

Summary of Subcommittee Action

House Bill 4117 directs the Oregon Department of Education (ODE) to make grants to improve student achievement in schools that are defined in the bill as high poverty and low performing. The bill appropriates \$500,000 General Fund to ODE to fund the grants.

The bill defines high poverty using the framework established by Title 1 of the Elementary and Secondary Act of 1965 (ESEA). Low performing schools are defined as needing additional supports by ODE in its ESEA flexibility waiver from the federal Department of Education. ODE is required to notify schools qualifying under these definitions of their eligibility for the grants. The grants must be used for at least 60 hours of direct academic summer instruction provided by licensed teachers or educational assistants.

OREGON DEPARTMENT OF EDUCATION

DETAIL OF JOINT COMMITTEE ON WAYS AND MEANS ACTION

HB 4117-B

Oregon Department of Education
 Lisa Pearson 503-373-7501

DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE
			LIMITED	NONLIMITED	LIMITED	NONLIMITED			
SCR 300: Grant in Aid									
Special Payments account 6040 distribution to school districts	500,000	0	0	0	0	0	500,000	0	0.00
Total	<u>\$500,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$500,000</u>	<u>0</u>	<u>0.00</u>
SUBCOMMITTEE RECOMMENDATION	<u>\$500,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$500,000</u>	<u>0</u>	<u>0.00</u>

77th OREGON LEGISLATIVE ASSEMBLY – 2013 Regular Session
BUDGET REPORT AND MEASURE SUMMARY

MEASURE: HB 5008-A

Carrier – House: Rep. Buckley

Carrier – Senate: Sen. Devlin

JOINT COMMITTEE ON WAYS AND MEANS

Action: Do Pass as Amended and as Printed A-Engrossed

Vote: 22 – 2 – 2

House

Yeas: Barker, Buckley, Frederick, Huffman, Jenson, Komp, Nathanson, Read, Smith, Tomei, Williamson

Nays: Freeman, Hanna

Exc: McLane, Richardson

Senate

Yeas: Bates, Devlin, Edwards, Girod, Hansell, Johnson, Monroe, Steiner Hayward, Thomsen, Whitsett, Winters

Nays:

Exc:

Prepared By: Linda Ames, Legislative Fiscal Office

Reviewed By: Daron Hill, Legislative Fiscal Office

Meeting Date: July 8, 2013

Agency

Emergency Board

Various Agencies

Biennium

2013-15

2011-13

OREGON DEPARTMENT OF EDUCATION

2013-15 Budget Summary*

	<u>2011-13 Legislatively Approved Budget</u>	<u>2013-15 Legislatively Adopted Budget</u>	<u>2013-15 Committee Recommendation</u>	<u>Committee Change</u>
<u>Emergency Board</u>				
General Fund - General Purpose	-	-	\$ 30,000,000	\$ 30,000,000
General Fund - Special Purpose Appropriations				
State employee compensation changes	-	-	\$ 86,500,000	\$ 86,500,000
Home health care worker compensation	-	-	\$ 12,900,000	\$ 12,900,000
Oregon State Library	-	-	\$ 1,702,192	\$ 1,702,192
Department of Education - student assessments	-	-	\$ 4,600,000	\$ 4,600,000
Department of Education - youth development	-	-	\$ 1,789,557	\$ 1,789,557
Department of Housing and Community Development - Oregon Hunger Response Fund	-	-	\$ 225,000	\$ 225,000
Oregon Health Authority - A&D rate increases	-	-	\$ 3,300,000	\$ 3,300,000
Oregon Health Authority - Dental Pilots	-	-	\$ 100,000	\$ 100,000
<u>Various Agencies - Omnibus Adjustments</u>				
General Fund	-	-	\$ (190,669,103)	\$ (190,669,103)
General Fund Debt Service	-	-	\$ (761,790)	\$ (761,790)
Lottery Funds	-	-	\$ (1,719,018)	\$ (1,719,018)
Lottery Funds Debt Service	-	-	\$ (1,307,446)	\$ (1,307,446)
Other Funds	-	-	\$ (5,660,297)	\$ (5,660,297)
Federal Funds	-	-	\$ (1,629,523)	\$ (1,629,523)
<u>ADMINISTRATION PROGRAM AREA</u>				
<u>Department of Administrative Services</u>				
General Fund	-	-	\$ 1,150,000	\$ 1,150,000
Lottery Funds	-	-	\$ 21,380	\$ 21,380
Other Funds	-	-	\$ 54,596,958	\$ 54,596,958

*Excludes Capital Construction

OREGON DEPARTMENT OF EDUCATION

2013-15 Budget Summary*

	2011-13 Legislatively Approved Budget	2013-15 Legislatively Adopted Budget	2013-15 Committee Recommendation	Committee Change
<u>Office of the Governor</u>				
General Fund	-	-	\$ 9,174	\$ 9,174
Lottery Funds	-	-	\$ 900,000	\$ 900,000
<u>Department of Revenue</u>				
General Fund	-	-	\$ 3,196,495	\$ 3,196,495
General Fund Debt Service	-	-	\$ 1,554,716	\$ 1,554,716
Other Funds			\$ 26,903,021	\$ 26,903,021
<u>Secretary of State</u>				
General Fund	-	-	\$ 9,174	\$ 9,174
<u>Treasurer of State</u>				
Other Funds	-	-	\$ 9,174	\$ 9,174
 <u>CONSUMER AND BUSINESS SERVICES PROGRAM AREA</u>				
<u>Bureau of Labor and Industries</u>				
General Fund	-	-	\$ 6,881	\$ 6,881
Other Funds	-	-	\$ 2,293	\$ 2,293
 <u>ECONOMIC AND COMMUNITY DEVELOPMENT PROGRAM AREA</u>				
<u>Oregon Business Development Department</u>				
General Fund Debt Service	-	-	\$ 280,954	\$ 280,954
Lottery Funds	-	-	\$ 1,374,525	\$ 1,374,525
Other Funds	-	-	\$ 29,752,779	\$ 29,752,779
Other Funds Non-limited	-	-	\$ 12,000,000	\$ 12,000,000
<u>Housing and Community Services Department</u>				
General Fund	-	-	\$ 225,000	\$ 225,000
Other Funds	-	-	\$ 5,076,190	\$ 5,076,190

*Excludes Capital Construction

OREGON DEPARTMENT OF EDUCATION

2013-15 Budget Summary*

	2011-13 Legislatively Approved Budget	2013-15 Legislatively Adopted Budget	2013-15 Committee Recommendation	Committee Change
<u>Department of Veterans' Affairs</u>				
General Fund Debt Service	-	-	\$ 852,814	\$ 852,814
Other Funds	-	-	\$ 65,000	\$ 65,000
 <u>EDUCATION PROGRAM AREA</u>				
<u>Department of Education</u>				
General Fund	-	-	\$ (8,826,545)	\$ (8,826,545)
Lottery Funds	-	-	\$ 12,826,545	\$ 12,826,545
Other Funds	-	-	\$ 12,000,000	\$ 12,000,000
Federal Funds	-	-	\$ 1,000,000	\$ 1,000,000
 <u>Department of Community Colleges and Workforce Development</u>				
Other Funds	-	-	\$ (307,051)	\$ (307,051)
Other Funds Debt Service	-	-	\$ 307,051	\$ 307,051
 <u>Oregon Health and Science University</u>				
General Fund	-	-	\$ 1,000,000	\$ 1,000,000
 <u>Higher Education Coordinating Commission</u>				
General Fund	-	-	\$ 859,630	\$ 859,630
 <u>Oregon University System</u>				
General Fund	-	-	\$ 15,674,000	\$ 15,674,000
 <u>HUMAN SERVICES PROGRAM AREA</u>				
<u>Oregon Health Authority</u>				
General Fund	-	-	\$ (1,940,000)	\$ (1,940,000)
Other Funds	-	-	\$ (3,160,291,391)	\$ (3,160,291,391)
Other Funds Nonlimited	-	-	\$ 3,160,291,391	\$ 3,160,291,391

*Excludes Capital Construction

OREGON DEPARTMENT OF EDUCATION

2013-15 Budget Summary*

	<u>2011-13 Legislatively Approved Budget</u>	<u>2013-15 Legislatively Adopted Budget</u>	<u>2013-15 Committee Recommendation</u>	<u>Committee Change</u>
<u>Department of Human Services</u>				
General Fund	-	-	\$ 5,000,000	\$ 5,000,000
Other Funds	-	-	\$ 1,000,000	\$ 1,000,000
Federal Funds	-	-	\$ 9,700,000	\$ 9,700,000
<u>Long Term Care Ombudsman</u>				
General Fund	-	-	\$ 785,488	\$ 785,488
<u>JUDICIAL BRANCH</u>				
<u>Judicial Department</u>				
General Fund	-	-	\$ 634,980	\$ 634,980
Other Funds	-	-	\$ 335,001	\$ 335,001
<u>Public Defense Services Commission</u>				
General Fund	-	-	\$ 2,409,367	\$ 2,409,367
<u>LEGISLATIVE BRANCH</u>				
<u>Legislative Administration Committee</u>				
General Fund Debt Service	-	-	\$ 1,421,341	\$ 1,421,341
Other Funds	-	-	\$ 615,000	\$ 615,000
<u>NATURAL RESOURCES PROGRAM AREA</u>				
<u>State Department of Agriculture</u>				
General Fund	-	-	\$ 34,060	\$ 34,060
Lottery Funds	-	-	\$ (21,380)	\$ (21,380)
<u>Columbia River Gorge Commission</u>				
General Fund	-	-	\$ (79,873)	\$ (79,873)
<u>Department of Land Conservation and Development</u>				
General Fund	-	-	\$ 196,000	\$ 196,000

*Excludes Capital Construction

OREGON DEPARTMENT OF EDUCATION

2013-15 Budget Summary*

	<u>2011-13 Legislatively Approved Budget</u>	<u>2013-15 Legislatively Adopted Budget</u>	<u>2013-15 Committee Recommendation</u>	<u>Committee Change</u>
<u>Department of Environmental Quality</u>				
Other Funds Debt Service	-	-	\$ (17,140,278)	\$ (17,140,278)
<u>State Department of Energy</u>				
Other Funds	-	-	\$ 9,876,190	\$ 9,876,190
<u>State Department of Fish and Wildlife</u>				
General Fund	-	-	\$ 115,940	\$ 115,940
<u>State Forestry Department</u>				
Other Funds	-	-	\$ 120,000	\$ 120,000
Federal Funds	-	-	\$ 3,000,000	\$ 3,000,000
<u>Parks and Recreation Department</u>				
Other Funds	-	-	\$ 5,069,882	\$ 5,069,882
<u>Department of State Lands</u>				
Other Funds	-	-	\$ 307,360	\$ 307,360
Federal Funds	-	-	\$ 135,000	\$ 135,000
<u>Water Resources Department</u>				
Other Funds	-	-	\$ 10,242,513	\$ 10,242,513
<u>PUBLIC SAFETY PROGRAM AREA</u>				
<u>Department of Corrections</u>				
General Fund	-	-	\$ 2,340,830	\$ 2,340,830
<u>Oregon Criminal Justice Commission</u>				
General Fund	-	-	\$ 10,190,000	\$ 10,190,000
<u>Department of Justice</u>				
General Fund	-	-	\$ 3,683,276	\$ 3,683,276
General Fund Debt Service	-	-	\$ 1,601,856	\$ 1,601,856
Other Funds	-	-	\$ 14,377,862	\$ 14,377,862
Federal Funds	-	-	\$ 27,447,707	\$ 27,447,707

*Excludes Capital Construction

OREGON DEPARTMENT OF EDUCATION

2013-15 Budget Summary*

	<u>2011-13 Legislatively Approved Budget</u>	<u>2013-15 Legislatively Adopted Budget</u>	<u>2013-15 Committee Recommendation</u>	<u>Committee Change</u>
<u>Oregon Military Department</u>				
General Fund	-	-	\$ 290,000	\$ 290,000
General Fund Debt Service	-	-	\$ 314,523	\$ 314,523
Other Funds	-	-	\$ 237,345	\$ 237,345
<u>Oregon State Police</u>				
General Fund	-	-	\$ 3,387,000	\$ 3,387,000
<u>Department of Public Safety Standards and Training</u>				
Other Funds	-	-	\$ 1,000,000	\$ 1,000,000
<u>Oregon Youth Authority</u>				
General Fund	-	-	\$ 126,673	\$ 126,673
Other Funds Debt Service	-	-	\$ 384,877	\$ 384,877
<u>TRANSPORTATION PROGRAM AREA</u>				
<u>Department of Transportation</u>				
General Fund Debt Service	-	-	\$ (757,944)	\$ (757,944)
Other Funds	-	-	\$ 56,885,788	\$ 56,885,788
<hr/>				
2013-15 Budget Summary				
General Fund Total	-	-	\$ (4,568,334)	\$ (4,568,334)
Lottery Funds Total	-	-	\$ 12,074,606	\$ 12,074,606
Other Funds Total	-	-	\$ 218,056,658	\$ 218,056,658
Federal Funds Total	-	-	\$ 39,653,184	\$ 39,653,184

*Excludes Capital Construction

2011-13 Supplemental Appropriations

	2011-13 Legislatively Approved Budget	2011-13 Committee Recommendation	Committee Change
<u>Emergency Board</u>			
General Fund	-	\$ (50,447,306)	\$ (50,447,306)
<u>Oregon University System</u>			
Other Funds	-	\$ (2,329,480,585)	\$ (2,329,480,585)
Other Funds Non-limited	-	\$ (2,236,635,139)	\$ (2,236,635,139)
<u>Military Department</u>			
General Fund	-	\$ (460,000)	\$ (460,000)
General Fund Debt Service	-	\$ (26,748)	\$ (26,748)
<u>Oregon Youth Authority</u>			
General Fund	-	\$ 200,000	\$ 200,000

OREGON DEPARTMENT OF EDUCATION

2013-15 Position Summary

	<u>2011-13 Legislatively Approved Budget</u>	<u>2013-15 Legislatively Adopted Budget</u>	<u>2013-15 Committee Recommendation</u>	<u>Committee Change</u>
<u>Office of the Governor</u>				
Authorized Positions	-	-	3	3
Full-time Equivalent (FTE) positions	-	-	3.00	3.00
<u>Department of Revenue</u>				
Authorized Positions	-	-	31	31
Full-time Equivalent (FTE) positions	-	-	31.00	31.00
<u>Oregon Business Development Department</u>				
Authorized Positions	-	-	3	3
Full-time Equivalent (FTE) positions	-	-	3.00	3.00
<u>Department of Education</u>				
Authorized Positions	-	-	3	3
Full-time Equivalent (FTE) positions	-	-	3.38	3.38
<u>Higher Education Coordinating Commission</u>				
Authorized Positions	-	-	6	6
Full-time Equivalent (FTE) positions	-	-	3.69	3.69
<u>Long Term Care Ombudsman</u>				
Authorized Positions	-	-	8	8
Full-time Equivalent (FTE) positions	-	-	3.81	3.81
<u>Department of Corrections</u>				
Authorized Positions	-	-	-197	-197
Full-time Equivalent (FTE) positions	-	-	-65.31	-65.31
<u>Criminal Justice Commission</u>				
Authorized Positions	-	-	1	1
Full-time Equivalent (FTE) positions	-	-	0.88	0.88

OREGON DEPARTMENT OF EDUCATION

2013-15 Position Summary

	<u>2011-13 Legislatively Approved Budget</u>	<u>2013-15 Legislatively Adopted Budget</u>	<u>2013-15 Committee Recommendation</u>	<u>Committee Change</u>
<u>Oregon State Police</u>				
Authorized Positions	-	-	15	15
Full-time Equivalent (FTE) positions	-	-	4.38	4.38
<u>Department of Public Safety Standards and Training</u>				
Authorized Positions	-	-	4	4
Full-time Equivalent (FTE) positions	-	-	3.52	3.52
<u>Department of Transportation</u>				
Authorized Positions	-	-	2	2
Full-time Equivalent (FTE) positions	-	-	2.00	2.00

Summary of Revenue Changes

The General Fund appropriations made in the bill are within resources available as projected in the May 2013 economic and revenue forecast by the Department of Administrative Services Office of Economic Analysis, supplemented by transfers from various agency accounts to the General Fund for general governmental purposes as authorized in House Bill 2322, plus other actions to reduce state agency expenditures.

Summary of Capital Construction Subcommittee Action

House Bill 5008 appropriates General Fund to the Emergency Board for general purpose and targeted special purpose appropriations, and makes other adjustments to individual agency budget and position authority as described below.

Emergency Board

The Emergency Board allocates General Fund and provides Lottery Funds, Other Funds, and Federal Funds expenditure limitation to state agencies for unanticipated needs in approved agency budgets when the Legislature is not in session. The Subcommittee appropriated \$30 million General Fund to the Emergency Board for general purposes.

House Bill 5008 makes eight special purpose appropriations to the Emergency Board, totaling \$111.1 million General Fund:

- \$86.5 million General Fund for allocation to state agencies for state employee compensation changes.
- \$12.9 million General Fund for allocation to state agencies for compensation changes for home health care workers who are not state employees.
- \$1,702,192 General Fund for second year operational costs for the Oregon State Library. The 2013-15 budget for the State Library provides for only one year of budget authority for the agency (see House Bill 5022). The release of this appropriation, by either the Legislature or the Emergency Board, is contingent on a successful reorganization plan being submitted and approved by the Legislature in 2014.
- \$4.6 million for the Department of Education for costs over and above the amount included in the Department’s budget bill (Senate Bill 5518) relating to assessments and other resources aligned to common core standards including those assessments required under the federal Elementary and Secondary Education Act (ESEA). The Department of Education must report on what assessments it plans to implement and on the most current estimates of the costs for each component of the assessment when making the request for this special purpose appropriation.
- \$1,789,557 General Fund for the Department of Education’s Youth Development Division. This amount represents program funding for the second year of the biennium for youth development grants, performance-based contracts, and services provided at the local level. Prior to requesting this special purpose appropriation, the Youth Development Council will report back to the Joint Committee on Ways and Means during the 2014 Legislative Session with a plan for investing and distributing these funds. The plan must take into account (1) the furtherance of the policy directives and youth academic and developmental outcomes outlined in House Bill 3231; (2) Oregon’s

OREGON DEPARTMENT OF EDUCATION

40/40/20 educational goals; and (3) the Oregon Education Investment Board's Strategic Plan. In developing this plan, the Youth Development Council shall consult with representatives of youth, parents, schools, service providers, labor, business, local governments, tribal governments, and communities.

- \$225,000 General Fund one-time funding for the Oregon Hunger Response Fund, for allocation to the Housing and Community Services Department after receipt of the agency's report on alternate, sustainable service delivery models, pursuant to a budget note.
- \$3.3 million General Fund for the Oregon Health Authority for adult residential room and board rate increases within the alcohol and drug system, after receipt of the agency's study on both the youth and adult system, during the 2014 legislative session. Based on the findings of that study, some or all of this funding could be allocated at that time.
- \$100,000 General Fund for the Oregon Health Authority for staffing needs related to the Dental Pilot Projects. These projects were established in Senate Bill 738 (2011), but no funding was provided. While the funding for the pilots is expected to come from foundations and private funders, the agency needs staff to manage the program.

If these special purpose appropriations are not allocated by the Emergency Board before December 1, 2014, any remaining funds become available to the Emergency Board for general purposes.

Adjustments to Approved 2013-15 Budgets

OMNIBUS ADJUSTMENTS

Omnibus adjustments reflect budget changes in multiple agencies based on reductions in Department of Administrative Services' assessments and charges for services, a reduction to the Attorney General rates, an increase resulting from a new Secretary of State Archives assessment, and debt service adjustments. Also included is a 5% reduction to services and supplies (excluding the fixed costs of State Government Service Charges, Attorney General charges, rent, and fuel and utilities) that is applied to General Fund and certain Lottery Funds only. Total savings are \$36.5 million General Fund, \$1.7 million Lottery Funds, \$5.7 million Other Funds, and \$1.6 million Federal Funds.

Omnibus adjustments also include a 2% supplemental ending balance holdback that is applied primarily to General Fund, and excludes debt service as well as selected programs. This reduction may be restored during the 2014 legislative session depending on statewide economic conditions. Agency detail for this adjustment is shown in Attachment A. Total budget reductions include \$154.9 million General Fund and \$1.4 million Lottery Funds.

Another statewide adjustment, which is included in agency budget bills and not in House Bill 5008, affects most state agencies. Package 091 (Statewide Administrative Savings) is a placeholder for administrative efficiencies and associated budget reductions in finance, information technology, human resources, accounting, payroll, and procurement expenditures. The Subcommittee affirmed that the reductions, at \$62.0 million total funds, are permanent and ongoing as they reflect fundamental changes in business processes. The Department of Administrative Services (DAS) will continue to work on details of these reductions with agencies and report to the Joint Committee on Ways and Means during the 2014 session. Agencies should direct concerns regarding permanency or implementation of the reductions to DAS. The Department will include a plan for resolving any issues related to these reductions as part of its 2014 report.

ADMINISTRATION

Oregon Department of Administrative Services

House Bill 5008 includes one-time General Fund appropriations to the Department of Administrative Services (DAS) for the following purposes:

- \$500,000 to the East Valley Water District to support completion of an environmental impact study on a proposed water storage project.
- \$250,000 to the Historic Public Market Foundation to assist with development of the James Beard Public Market in Portland.
- \$400,000 for distribution to 211info, which is a statewide, nonprofit information and referral service for community and social services. The state currently supports about one-third of the organization's operating budget, primarily through contracts with individual state agency programs for specific services. 211info also receives funding from local governments, other nonprofits, grants, and foundations. This direct General Fund appropriation is intended to help 211info maintain statewide program access over the 2013-15 biennium. An additional request to support around-the-clock operations was not funded; right now 211info operates Monday through Friday from 8 am to 6 pm. To gain a better understanding of how state agencies can most effectively use 211info and to provide the legislature information to help evaluate potential future funding requests, the Subcommittee adopted a budget note:

Budget Note:

The Department of Administrative Services shall work with other state agencies to identify all information and referral services for state government, with a primary focus on help lines (for example, 1-800 numbers). The Department will submit a report to the Joint Committee on Ways and Means during the 2014 legislative session summarizing the purpose, scope, and cost of each service. For each state agency currently using 2-1-1 the report shall also provide information on the service(s) being provided, including but not limited to, contract provisions, utilization, benefits, costs, and budget. Finally, the report shall include an analysis of potential cost savings or efficiencies that might be achieved by broader use of 2-1-1.

The Subcommittee added \$27,100,007 Other Funds expenditure limitation for one-time cost of issuance and special payments associated with the disbursement of proceeds from several Lottery Bond sales; projects are detailed below and approved in the Lottery Bond bill (Senate Bill 5533). There is no debt service in the 2013-15 biennium as the bonds will not be sold until the spring of 2015. Debt service in 2015-17 is calculated at a total of \$4,882,645 Lottery Funds: \$2,193,283 for the Lane Transit project; \$1,835,741 for the Portland Convention Center hotel project; \$637,464 for the Confederated Tribes of Umatilla; and \$216,157 for the North Central Education Service District project.

- \$10,239,248 Other Funds for disbursement to Metro for the purpose of assisting with the development of a hotel near the Portland Convention Center.
- \$3,562,986 Other Funds for disbursement to the Confederated Tribes of Umatilla for construction a 1.5 mile road extension from the Port of Umatilla into the Confederated Tribes of Umatilla, which will open additional industrial land for development.
- \$1,042,755 Other Funds for disbursement to North Central Education Service District for partial funding of digital switch technology acquisition that would serve the educational and public safety needs of Wheeler, Gilliam, and Sherman Counties.
- \$12,255,018 Other Funds for disbursement to the Lane Transit District for the West Eugene EmX extension project.

OREGON DEPARTMENT OF EDUCATION

House Bill 5008 includes Other Funds expenditure limitations for the following purposes:

- \$400,000 one-time Other Funds increase to support a DAS contract with the Province of British Columbia on behalf of Multnomah County. The county wants to contract with Partnerships BC, which is a government-owned infrastructure development company, to develop a business case for a new Multnomah County Courthouse. Oregon counties are prohibited from contracting with foreign governments, but the state is allowed. This contract will be issued outside the normal, competitive procurement process because under ORS 190 DAS may enter into intergovernmental agreements with foreign governments and bypass this process. Multnomah County will pay for the planning work through DAS to Partnerships BC.
- \$2,955,118 Other Funds increase to the Enterprise Asset Services budget unit to correct a mistake when too much services and supplies expenditure limitation was inadvertently removed from the program in House Bill 5002, the budget bill for the Department of Administrative Services.
- \$24,141,833 one-time increase to the Shared Services Fund to accommodate first year payments from the Fund to counties. In 2007 the Legislature established a new program, the Shared Services Fund, to provide state support to local taxing districts affected by participation in the Strategic Investment Program. Local taxing districts are now eligible to receive payments from the state that are calculated to equal 50% of the personal income tax revenue attributable to the earnings of persons employed as result of a SIP property tax exemption. These payments would otherwise have gone to the state General Fund.

The Subcommittee increased Lottery Funds by \$21,380 to reflect additional Lottery Funds for County Fairs support. The funding is available due to the termination of the County Fair Commission, for which the Department of Agriculture had received Lottery Funds for minimal administrative support of Commission operations.

The Subcommittee also added the following budget note on how to best meet the information technology needs of small state agencies:

Budget Note:

The Department of Administrative Services is directed to report back to the February 2014 Legislative Session with a plan to address the specific needs of smaller (<300 FTE) agencies with regard to Information Technology and Telecommunications Management. The Department shall also report on resources that will be necessary to implement such a plan and how those resources would be funded.

Office of the Governor

A \$900,000 Lottery Funds limitation and three limited duration Principal Executive/Manager F positions (3.00 FTE) are added to the Office of the Governor. These positions will focus on streamlining the permitting process for significant projects across all levels of government; federal, state, county and city.

The Subcommittee approved budget adjustments for an increase in the statutorily set salary for statewide elected officials as provided for in House Bill 2322. The statewide elected officials include the Governor, Secretary of State, State Treasurer, Attorney General, and the Commissioner of Labor and Industries. Each is to receive a salary increase of \$5,000 per year, beginning on January 1, 2014. The impact on the Office of the Governor is an increase of \$9,174 General Fund, including other payroll expenses. Statewide elected officials last received a salary

OREGON DEPARTMENT OF EDUCATION

increase in July of 2009. Statutory Judgeships are also to receive a salary increase (see Judicial Branch program area narrative). The compensation for members of the Legislative Assembly remains unchanged.

The following budget note was approved:

Budget Note:

The Joint Committee on Ways and Means approved a budget with House Bill 5028, the budget bill for the Oregon Business Development Department, that concerned the Regional Solutions program. That budget note is repealed, and the following, also concerning the Regional Solutions program, is adopted.

The Transportation and Economic Development Subcommittee approved a \$1 Other Funds expenditure limitation for the Oregon Business Development Department for Regional Solutions. Prior to legislative approval of any increase in the expenditure limitation for this program, the Office of the Governor shall report to the Interim Joint Committee on Ways and Means with a request to introduce a bill, for consideration during the 2014 Session of the Legislative Assembly, to establish the Regional Solutions program. In addition to any other provisions in this report that the Governor may include, the report shall include requested provisions to: provide for the establishment of Regional Solutions Centers; identify the membership, governance and duties of the Centers; establish criteria on the use of funds allocated to the program; define the process for the development and approval of funding proposals; establish authority for the Oregon Business Development Department to distribute moneys to projects funded under the program and to provide effective oversight of the uses of the moneys so distributed; and delineate the activities and responsibilities of the Oregon Business Development Department for administering the program. The Office of the Governor shall submit this report to the Interim Joint Committee on Ways and Means no later than during the Legislative Days in November 2013.

Department of Revenue

The Subcommittee approved funding for the implementation of the replacement of the agency's core information technology applications (Core System Replacement project). The estimated one-time cost of implementation totals \$70.9 million and is scheduled to be fully completed by the 2017-19 biennia. Overall, the project will be funded with \$12.5 million of General Fund and \$58.4 million of Article Q-bonds. General Fund will provide for Debt Service repayment. Ongoing costs are roughly estimated at 2-3 times the initial one-time costs.

For the 2013-15 biennium, the Subcommittee approved \$26.5 million of Other Funds expenditure limitation for development costs, which will be financed with Article XI-Q bonds approved in House Bill 5506. Personal Services are increased by \$6.0 million Other Funds (31 positions/31.00 FTE), \$18.8 million Other Funds for Services and Supplies, and \$1.7 million for Capital Outlay. Major costs include: \$11.3 million for vendor contract payments; \$1 million for vendor contracted maintenance; \$1.5 million for an independent quality assurance/control vendor; and \$3 million in vendor contract contingency costs.

Unless otherwise approved by the Legislature or the Emergency Board, the positions budgeted for the Core System Replacement project are established as permanent full-time positions under the following conditions: (a) the positions will be abolished on or before the completion of the project; (b) the positions are to remain in the Core System Replacement program (i.e., CSR summary cross reference) and may not be transferred to any other program or used for any other purpose other than the development to the Core System Replacement project; and (c) the positions may not to be included in any permanent finance plan action.

OREGON DEPARTMENT OF EDUCATION

The Subcommittee appropriated \$3.6 million General Fund for the agency's payments to the Department of Administrative Services for State Data Center charges and for vendor contract maintenance costs to support the ongoing maintenance of the vendor product after installation.

The Subcommittee appropriated \$1.6 million in General Fund Debt Service to support repayment of Article XI-Q General Obligation bond proceeds approved in SB 5506. General Fund Debt Service for the 2015-17 biennium will total \$10.1 million. Other Funds expenditure limitation of \$521,182 is included for the cost of issuance of the bonds.

The Department of Administrative Services is requested to unschedule \$13 million of Other Funds expenditure limitation related to the May 2014 Article XI-Q bond sale pending a Department of Revenue report to the Legislature in 2014 on the status of the project.

The Subcommittee adopted the following budget note:

Budget Note:

The Department of Revenue (DOR) is directed to work with the Department of Administrative Services (DAS) in the development and implementation of the Core Systems Replacement Project. DAS is to provide DOR with the oversight of the project, including support for project management, information technology systems development lifecycle, procurement, quality assurance, and other needs to successfully complete this project.

DOR is to submit updated key foundational project management documentation, each accompanied by an independent quality control review, to Legislative Fiscal Office (LFO) on or before February 1, 2014, as available for review.

DOR and DAS are directed to report to LFO every six months through the biennium on the status of the project using DOR's standard project management reports as well as provide copies of all Quality Assurance and Quality Control and Independent Verification and Validation reports upon their receipt by the agency.

The Subcommittee disappropriated \$440,937 General Fund and reduced Other Funds expenditure limitation by \$146,979 from the Administration program due to the passage of Senate Bill 184, which allows for agencies to send notification by first class mail, or in some cases by an alternative method such as e-mail, in lieu of certified mail. The reduction is the difference in cost between certified mail and first class postage that is estimated to be realized by the agency.

Secretary of State

The Subcommittee approved budget adjustments for an increase in the statutorily set salary for statewide elected officials as provided for in House Bill 2322. The statewide elected officials include the Governor, Secretary of State, State Treasurer, Attorney General, and the Commissioner of Labor and Industries. Each is to receive a salary increase of \$5,000 per year, beginning on January 1, 2014. The impact on the Secretary of State is an increase of \$9,174 General Fund, including other payroll expenses. Statewide elected officials last received a salary increase in July of 2009. Statutory Judgeships are also to receive a salary increase (see Judicial Branch program area narrative). The compensation for members of the Legislative Assembly remains unchanged.

OREGON DEPARTMENT OF EDUCATION

Treasurer of State

The Subcommittee approved budget adjustments for an increase in the statutorily set salary for statewide elected officials as provided for in House Bill 2322. The statewide elected officials include the Governor, Secretary of State, State Treasurer, Attorney General, and the Commissioner of Labor and Industries. Each is to receive a salary increase of \$5,000 per year, beginning on January 1, 2014. The impact on the Treasurer is an increase of \$9,174 Other Funds expenditure limitation, including other payroll expenses. Statewide elected officials last received a salary increase in July of 2009. Statutory Judgeships are also to receive a salary increase (see Judicial Branch program area narrative). The compensation for members of the Legislative Assembly remains unchanged.

CONSUMER AND BUSINESS SERVICES

Bureau of Labor and Industries

The Subcommittee approved budget adjustments for an increase in the statutorily set salary for statewide elected officials as provided for in House Bill 2322. The statewide elected officials include the Governor, Secretary of State, State Treasurer, Attorney General, and the Commissioner of Labor and Industries. Each is to receive a salary increase of \$5,000 per year, beginning on January 1, 2014. The impact on the Bureau of Labor and Industries is an increase of \$6,881 General Fund and \$2,293 Other Funds expenditure limitation, including other payroll expenses. Statewide elected officials last received a salary increase in July of 2009. Statutory Judgeships are also to receive a salary increase (see Judicial Branch program area narrative). The compensation for members of the Legislative Assembly remains unchanged.

ECONOMIC AND COMMUNITY DEVELOPMENT

Oregon Business Development Department

The Subcommittee increased the General Fund appropriation by \$280,954, to fully-fund 2013-15 biennium debt service costs for Article XI-Q general obligation bonds issued to finance Innovation Infrastructure projects. Debt service costs are higher than originally projected, because the bonds are not eligible to be issued on a tax-exempt basis. This increase will provide a total of \$694,286 General Fund to pay 2013-15 biennium debt service costs on the \$5,000,000 project. Debt service costs will increase to \$1.4 million in the 2015-17 biennium.

The Subcommittee established two new Lottery Funds expenditure limitations, and approved the establishment of three full-time, limited-duration positions (3.00 FTE). The first Lottery Funds expenditure limitation of \$1,124,525 supports three limited-duration positions housed in the Shared Services/Central Pool program area, and associated services and supplies costs. These include two positions in regional governance solutions and one position for West Coast Strategies. The second newly-established Lottery Funds expenditure limitation provides \$250,000 for Business, Innovation and Trade for an ongoing Economic Gardening services pilot project. Both of these Lottery Funds expenditure limitations are approved on a one-biennium basis, and will be phased out in the development of the Department's 2015-17 biennium current service level budget.

The bill includes several budget adjustments to allow expenditures of bond proceeds authorized for the Department by Senate Bill 5506 and Senate Bill 5533, and payment of the costs of issuing those bonds. The Other Funds expenditure limitation for the cost of issuing Article XI-Q bonds for the agency is reduced by \$115,000, and the Other Funds expenditure limitation for the cost of issuing lottery revenue bonds for the re-

OREGON DEPARTMENT OF EDUCATION

capitalization of the Special Public Works Fund is reduced by \$132,221 from the levels approved in House Bill 5028, the Department's budget bill. These adjustments will provide expenditure limitation of \$120,000 for the cost of issuing the Article XI-Q bonds, and \$258,580 for the cost of issuing the lottery revenue bonds. These costs will be funded from bond proceeds.

The Subcommittee increased the Other Funds expenditure limitation for the seismic rehabilitation grant program by \$30,000,000 to permit expenditure of bond proceeds approved for that program. Finally, the Subcommittee increased the agency's Nonlimited Other Funds expenditures in the Infrastructure Finance Authority by \$12,000,000 for expenditure of lottery revenue bond proceeds transferred to the Special Public Works Fund. Loan award expenditures from the Special Public Works Fund are not limited in the Department's budget.

Housing and Community Services Department

The Subcommittee approved Other Funds expenditure limitation to enable the Department to expend \$5 million in bond proceeds and \$76,190 for cost of issuance for preservation of existing affordable housing. The funds will help provide financing for the acquisition of affordable housing properties with expiring subsidies from owners who do not wish to renew their federal contracts; the properties will be acquired by new owners who commit to keeping them affordable to low-income Oregonians, rather than having the units convert to market-rate housing. The proceeds are anticipated to provide gap financing to preserve an estimated 200 units of affordable housing. The bonds are included in Senate Bill 5533.

The bill includes \$225,000 General Fund for one-time funding for the Oregon Hunger Response Fund for the first year of the biennium. An additional \$225,000 General Fund is included as a special purpose appropriation to the Emergency Board.

Department of Veterans' Affairs

Expenditure limitation is provided to the Oregon Department of Veterans' Affairs for cost of issuance in the amount of \$65,000 Other Funds, and a General Fund appropriation for debt service in the amount of \$502,814, related to the issuance of \$4 million in Article XI-Q bonds for completion of construction of a second Veterans' Home skilled nursing facility in Linn County. Other and Federal Funds Capital Construction expenditure limitation to spend the Article XI-Q bonds and federal matching funds from the U.S. Department of Veterans' Affairs is included in Senate Bill 5507.

A one-time General Fund appropriation of \$350,000 is made to the Oregon Department of Veterans' Affairs for veterans' suicide prevention and crisis intervention telephone counseling services, allocated pursuant to the following budget note:

Budget Note:

The Oregon Department of Veterans' Affairs shall establish a veterans' crisis suicide line that offers free, anonymous assistance, 24 hours a day, to active-duty service members, veterans and their families. The Department shall establish an RFP process for the line to contract with a provider that has a contractual affiliation with the National Suicide Prevention Line and the National Veteran's Crisis Line, and has capacity to answer at least 30,000 veteran or suicide calls per year. The Department shall establish the line within 90 days of passage.

EDUCATION

Department of Education

The State School Fund is adjusted in this bill to reflect a rebalance of statewide resources, decreasing General Fund and increasing Lottery Funds expenditure limitation by \$12,826,545.

The Other Funds expenditure limitation of the Department of Education for the Grant-in-Aid budget unit is increased by \$11,341,084 and the Other Funds expenditure limitation for the Operations unit of the Department of Education is increased by \$658,916 for increased resources for the Network of Quality Teaching and Learning. The funding is contingent on the increased distribution of up to \$12 million from the Common School Fund over and above the standard distribution according to the policy adopted by the State Land Board on April 14, 2009. The increased resources for the Network will be used for grants, contracts and other assistance distributed to school districts, education service districts, and other entities as well as for agency staffing and associated costs for the following components of the Network: (1) \$2.6 million for Educator Effectiveness, (2) \$1.2 million for Student Centered Learning, (3) \$500,000 for Educator Preparation, (4) \$1.0 million for Closing the Achievement Gap, (5) \$2.2 million for Aligning Professional Development Plans to School Improvement Objectives and Educators' Needs, and (6) \$4.5 million for Supporting Implementation of Common Core Standards. Three new limited duration positions are established (two Education Program Specialist 2 and a Program Analyst 4) and the FTE is increased on two other Program Analyst 4 positions for a total FTE increase of 3.38 FTE. This \$12 million increase is a one-time increase for only the 2013-15 biennium.

The Subcommittee approved an increase of \$2.0 million General Fund in the amount appropriated for the strategic initiatives in the grant-in-aid budget unit. These additional funds are for an increase in resources for the Seamless Transitions policy package (package 305) for collaboration or consortiums of post-secondary institutions and school districts to increase the award of college or community college credits for high school students. The combined funding of this \$2.0 million and the \$2.0 million appropriated for this purpose in Senate Bill 5518, is to be used to support the Eastern Promise consortium and the expansion of consortiums into other regions of the state.

The bill includes \$1.5 million General Fund for Student Achievement Improvement Grants established in House Bill 2322. The Department of Education is to award at least two grants per congressional district to schools considered high poverty under Title I of the federal Elementary and Secondary Act, serving students in grades Kindergarten to 8th grade that are in the bottom five percent of all schools based on the rating system used by the Department for academic performance. The funds are to be used to hire at least one licensed teacher at the school. The grant program is only authorized for the 2013-15 biennium.

The following budget notes were approved:

Budget Note:

The Oregon Department of Education is instructed to report to the Interim Joint Committee on Ways and Means before January 1, 2014 on progress on implementing its 2013-15 strategic plan. This first report is to be a baseline for future reports to the Legislature for measuring the success of transforming the agency to focus more on assisting and collaborating with educational partners, closing the achievement gaps, and being more "results-focused." The report should include the following:

OREGON DEPARTMENT OF EDUCATION

1. A breakdown of the agency's education programs and services with a description of each program and service, including overall purpose, description of federal or state laws or rule that govern the program, target group served, overall funding by fund type, amount of program funding, amount of staff resources dedicated to the program based on FTE, amount spent on administrative costs at the state level, and description of measurements use to gauge the performance of the program or service.
2. Actions taken by the agency in the past six months to become more collaborative with partners and to improve customer service.
3. Actions taken by the agency in the past six months to increase the share of funding the agency receives that is passed through to educational partners.
4. Comparison of the staffing levels and operations of the Oregon Department of Education with education agencies in other states with similar missions and responsibilities.
5. Description of changes in the overall measures and metrics established by the agency as part of it strategic plan development.

The Department will consult with the Legislative Fiscal Office in determining the level of detail included in item #1 above and how specific the program level that should be in the report to the Legislature. In addition to the report due by January 1, 2014, the Department is instructed to provide updated information on the items above during the budget presentation to the Joint Committee on Ways and Means during the 2015 Legislative Session.

Budget Note:

The Department of Education shall not purchase or acquire the interim item bank and related assessments from Smarter Balance Assessment Consortium. The Department shall provide each district with available funds to administer a locally selected and established interim growth assessment system for students in grades Kindergarten through ninth that is capable of informing instruction and measuring student academic performance against a stable scale irrespective of grade level.

The Subcommittee approved an increase of \$500,000 General Fund for the Farm to School program described in ORS 336.431. This program enables schools to offer fresh, locally sourced products and to promote mutually beneficial educational activities and focus on children's long-term health habits. In addition, Federal Funds expenditure limitation for early learning programs was increased by \$1.0 million to reflect a larger carry-forward of child care related funds from 2011-13.

Department of Community Colleges and Workforce Development

A specific Other Funds expenditure limitation for debt service for Article XI-G bonds is established in the amount of \$307,051 for the Department of Community Colleges and Workforce Development. A corresponding reduction in another Other Funds expenditure limitation for the Department is made for a net change of zero across the entire agency.

Oregon Health and Science University

House Bill 5008 includes a General Fund appropriation of \$1,000,000 through the Department of Administrative Services, for the Primary Health Care Loan Forgiveness Program in the Office of Rural Health at the Oregon Health and Science University. This program provides loans to eligible primary care practitioners enrolled in an approved rural-specific Oregon training Program, and was established in 2011. This provides additional funding for the 2013-15 biennium.

Higher Education Coordinating Commission

The Subcommittee approved an increase of \$859,630 General Fund for the budget for the Higher Education Coordinating Commission (HECC) to reflect the added responsibilities of House Bill 3120 and Senate Bill 270. Both of these bills are related to post-secondary education governance. This funding is in addition to the amount already included in House Bill 5033, the budget bill for the HECC. This funding will be used to fund six permanent positions (3.69 FTE) – a manger, two Operations/Policy Analyst 4 positions, two Education Program Specialist 2 positions, and one Procurement and Contract Specialist 3 position. The manager position is budgeted to start in October of 2013 with the remaining positions to start in April 2014. The following budget note was approved:

Budget Note:

Prior to final adoption of any significant change to the distribution of the Community College Support Fund, the Higher Education Coordinating Commission is directed to consult with the appropriate legislative committees including the interim policy committees with jurisdiction on post-secondary education issues and the interim Joint Committee on Ways and Means or Emergency Board on the proposed distribution change.

Oregon University System

The Subcommittee increased the General Fund appropriation for public university support by \$15,000,000 with direction that the money be used to reduce resident undergraduate tuition increases at the state's seven public universities. The Subcommittee adopted the following budget note to limit tuition increases on resident undergraduate students:

Budget Note:

In adopting the budget for the Oregon University System, the Legislature intends that increases in the base rates for tuition paid by resident undergraduate students on all seven campuses and one branch campus (EOU, OIT, OSU, OSU-Cascades, PSU, SOU, UO and WOU) may not exceed an average of 3.5% at any individual campus in any given year of the 2013-15 biennium. For students choosing the Tuition Promise program at WOU, rates of increase over the prior cohort may not exceed 5.7% in any given year. These limits on tuition shall apply to all seven campuses and one branch campus for the next two academic years (2013-14 and 2014-15) regardless of the outcome of any governance changes that may be implemented during the biennium.

House Bill 5008 includes General Fund appropriations to the Oregon University System (OUS) State Programs budget unit for the following purposes:

- \$1,200,000 to expand fermentation science programs at Oregon State University.
- \$250,000 one-time appropriation to Oregon State University for technical assistance to help shellfish hatchery larval production affected by ocean acidification and assist with the maintenance of OSU's Mollusca Brood Stock Program with the intent to produce larval strains more resilient to the adverse effects of ocean acidification.
- \$80,000 to increase the base funding for the Labor Education and Research Center at the University of Oregon.

OREGON DEPARTMENT OF EDUCATION

The Subcommittee adopted the following budget note related to public university support of State Programs with non-state funding:

Budget Note:

It is the expectation of the Legislature that university support for State Programs housed within the Oregon University System be maintained or increased in the same manner as other university programs during the 2013-15 biennium.

The Subcommittee also approved a decrease of \$856,000 General Fund from the budget for the Oregon University System to reflect the shifting of various responsibilities in House Bill 3120 and Senate Bill 270 from the Chancellor's Office (CO) to the Higher Education Coordinating Commission (HECC). Both of these bills are related to post-secondary education governance. This reduction related to transfer of duties from CO to HECC rolls-up to a \$1,200,000 General Fund reduction in the 2015-17 biennium.

HUMAN SERVICES

Oregon Health Authority

The Subcommittee added \$1,360,000 General Fund to the Oregon Health Authority for the following purposes:

- \$200,000 General Fund for providing fresh Oregon-grown fruits, vegetables and cut herbs from farmers' markets and roadside stands to eligible low-income seniors under the Senior Farm Direct Nutrition Program. Another \$100,000 General Fund was added for the same purpose for eligible individuals through the Women, Infants and Children Program.
- \$260,000 General Fund to increase reimbursements for ambulance transport services.
- \$200,000 General Fund for the Oregon State Hospital to contract for legal services from the Marion County District Attorney, to address the issue of chronically violent patients at the hospital.
- \$700,000 General Fund for breast and cervical cancer screening services. Of this total, about \$400,000 is needed to backfill funding shortfalls in the first year of the biennium related to reductions in funding from the Komen Foundation, as well as reductions resulting from federal sequestration.

The transfer of \$100,000 General Fund from the CCare program to the Oregon Vasectomy Project was approved. This will supplement the project's \$10,000 Title X federal funds.

The Subcommittee approved additional rate increases for the Alcohol and Drug system in Addictions and Mental Health (AMH). A total of \$800,000 General Fund will be used to provide a 2.4% rate increase effective July 1, 2013, and another \$1.4 million General Fund will be used to increase the room and board rate for youth residential beds from \$60 per day to \$90 per day effective July 1, 2013. (The agency's regular budget bill, House Bill 5030, already increases those rates from \$30 per day to \$60 per day.) The funding for these changes comes from two sources: \$1.7 million from the "reinvested" dollars in the AMH budget, resulting from dollars freed up as more clients will have insurance beginning January 2014, and \$500,000 General Fund from the Intensive Treatment and Recovery Services (ITRS) program. With the Affordable Care Act expansion, many of the ITRS clients will have insurance, and less General Fund will be needed to maintain the program level.

OREGON DEPARTMENT OF EDUCATION

ITRS is reduced an additional \$3.3 million General Fund, and this funding is placed in a special purpose appropriation in the Emergency Board, to be available for rate increases in the adult residential system for alcohol and drug treatment for the second year of the biennium. As documented in the budget report for House Bill 5030, the agency will do a study of both the youth and adult systems and report to the 2014 Legislature. Based on the findings of that study, some or all of this special purpose appropriation could be allocated at that time. The Legislature could also decide to reduce the youth rate based on the results of that study.

House Bill 5030, the budget bill for the Oregon Health Authority, eliminated all Other Funds Nonlimited authority for the Public Employees' Benefit Board and the Oregon Educators Benefit Board, and instead moved all expenditure limitation to Other Funds Limited. This bill reverses that, resulting in a decrease in Other Funds Limited of \$3.2 billion and an increase in Other Funds Nonlimited of the same amount.

The following budget notes related to the Oregon State Hospital and the Blue Mountain Recovery Center were approved:

Budget Note:

The Oregon Health Authority shall report to the interim Joint Committee on Ways and Means or the Emergency Board by December 2013 on recommendations for decreasing the use of overtime and improving patient and staff safety at the Oregon State Hospital.

In order to make recommendations, the Oregon State Hospital will form a work group that will include representation from some of the major classifications of employees, particularly those providing direct care of patients, such as psychologists, psychiatrists, registered nurses, mental health therapists, mental health therapy technicians, mental health security technicians, and managers.

The report should include the following:

- Data on overtime hours worked and costs over the last 12 to 18 months, as well as the reasons for the use of this overtime. Details on mandated overtime should be reported.
- Data on the numbers and types of assaults on patients and staff over the last 12 to 18 months, as well as the costs, both direct and indirect, associated with those assaults. The report should also contain information on the concentration of those assaults involving a small number of individuals.
- Recommendations for reducing overtime and reducing assaults, and the status of implementing those recommendations. The report should include, but not be limited to, recommendations related to the float (relief) pool, such as the appropriate mix of permanent full-time, permanent part-time, limited duration, and temporary positions. The report should also consider recommendations for working with the Marion County District Attorney to address issues related to chronically violent patients.

Budget Note:

The Oregon Health Authority shall report to the appropriate legislative committee in September and December on the planning for the transfer of patients from the Blue Mountain Recovery Center (BMRC) pending its closure on January 1, 2014. Additionally, the Oregon Health Authority shall convene a workgroup comprised of the appropriate representatives of the various stakeholder groups, to identify future options for BMRC staff and facilities. The workgroup will have the following charge:

- (1) To identify needed services for Eastern Oregon's most vulnerable people, including those with:
 - (a) acute and chronic mental illness who require special services to enable them to successfully function in society;

OREGON DEPARTMENT OF EDUCATION

- (b) substance abuse and subsequent involvement with the criminal justice system; and
- (c) mental illness and additional complications arising from age-related conditions.

- (2) To advise the legislature and the Oregon Health Authority on strategies to best retain the existing specialized mental health workforce in the region; and
- (3) To advise the legislature and the Oregon Health Authority on the best utilization of the current facilities and identify additional capital improvements to provide the above-identified services.

Department of Human Services

The Subcommittee added \$5 million General Fund and \$9.7 million Federal Funds expenditure limitation (\$14.7 total funds) to the Aging and People with Disabilities budget for the following purposes:

- \$1,300,000 General Fund and \$2,900,000 Federal Funds limitation to advance the implementation date for home and community based care rate increases from October 1, 2013 to July 1, 2013. Rates have been flat since July 2008 and were increased as part of the Department's budget as approved in Senate Bill 5529.
- \$2,500,000 General Fund and \$5,600,000 Federal Funds limitation to partially restore the instrumental activities of daily living (IADL) reduction that occurred in January 2012. Using available funding, the Department will develop and implement a plan to restore hours to the maximum extent possible. The plan may include a phased-in restoration as the Department conducts eligibility re-assessments for consumers served in long term care programs.
- \$700,000 General Fund to augment \$1.6 million General Fund already approved to support projects (innovations and pilots) to develop new approaches to long term care services. The additional amount includes \$350,000 General Fund for a grant to the Neighborhood Housing and Care Program, which is implementing a model for serving people living with HIV/AIDS in their homes. The average age and acuity of these individuals is growing along with the baby boomer population.
- \$500,000 General Fund and \$1,200,000 Federal Funds limitation to help cover Homecare Worker compensation costs associated with nurse delegation duties.

The 2013-15 budget approved for the Department of Human Services (DHS) in Senate Bill 5529 continued some reductions in developmental disability program budgets for community programs and brokerages. These reductions left equity (parity) relative to state office costs at levels ranging from 85% to 95%, depending on the budget component (e.g., case management and brokerage options). After completion of the DHS budget in Senate Bill 5529, DHS discovered that, within the budgeted funding level for these programs and with some updated assumptions in the budget model, equity for both programs could be brought up to 94% across all components. The Subcommittee approved the Department's plan to realign the budgets for the programs and implement the revised parity level. DHS is currently developing workload-based models for both programs and plans to build those models into the agency's 2015-17 budget proposal.

The Subcommittee added \$1,000,000 Other Funds expenditure limitation for the Employment Related Day Care (ERDC) program to help cover child care provider rate increases while providing subsidies to as many employed parents as possible. This funding is currently available due to lower than expected 2011-13 utilization of federal Child Care Development Fund dollars by the Child Care Division; General Fund may be needed in future biennia to cover these expenditures.

Long Term Care Ombudsman

The Subcommittee added \$585,488 General Fund and seven permanent positions (2.81 FTE) to support work under Senate Bill 626, which expands duties of the Long Term Care Ombudsman to advocate for residents of care facilities who have mental illness or developmental disabilities. There are about 7,600 persons living in 1,816 licensed adult foster homes and group homes in Oregon serving persons with developmental disabilities and mental illness.

To provide the subject matter expertise needed to develop and refine the expanded program, the agency would add one permanent full-time Program Analyst 4 position. Five full-time deputy ombudsman positions (Program Analyst 2 classification) would ultimately be needed to work with approximately 125 new volunteers. Consistent with an expected gradual ramp-up for the new program, four of these positions would be phased in over the last 12 months of the 2013-15 biennium, with the fifth position phased-in at the start of the 2015-17 biennium. A half-time volunteer recruiter position (Program Analyst 1) would also be required to develop and maintain volunteer ranks and an Administrative Specialist would help support the new program, staff, volunteers, and an expanded advisory committee.

In addition, to help the agency better serve its existing clients, the Subcommittee increased the agency's budget by \$200,000 General Fund, which covers salary and other costs associated with adding one full-time deputy ombudsman position (1.00 FTE). This position will supervise 25 to 30 additional volunteers, increasing facility coverage (visits) with an emphasis on adult foster homes.

JUDICIAL BRANCH

Judicial Department

The Subcommittee increased the General Fund appropriation for judicial compensation by \$634,980, to finance a second salary increase for judges during the 2013-15 biennium. Judicial salaries are established by statute. House Bill 2322 increases the salaries of judges by \$5,000 per year beginning January 1, 2014, and by an additional \$5,000 per year beginning January 1, 2015. The 2013-15 biennium cost of the House Bill 2322 salary increases totals \$2,539,916. House Bill 5016, the budget bill for the Judicial Department, includes \$1,934,859 General Fund to fund the first \$5,000 salary increase. The General Fund increase included in this bill provides the additional funds needed to pay the second \$5,000 salary increase for the six months that it will be in effect in the 2013-15 biennium.

An Other Funds expenditure limitation increase of \$335,000 was approved for operations, for costs of issuing Article XI-Q bonds to finance a \$4.4 million capital construction project to renovate the exterior of the Supreme Court Building, and to finance a \$15 million grant to support development of a new courthouse for the Multnomah County Circuit Court in Portland. The cost of issuing the bonds will be financed from the proceeds of the bonds.

The Subcommittee also established a \$1 Other Funds expenditure limitation for the Oregon Courthouse Capital Construction and Improvement Fund. This newly-established Fund will hold Article XI-Q bond proceeds and county matching funds, and will be used to fund the purchase, remodeling or construction of courthouses owned or operated by the State. Senate Bill 5506 authorizes \$15 million of Article XI-Q bond proceeds that would be deposited into this Fund. The Legislative Assembly or the Emergency Board must increase the \$1 expenditure limitation, before bond proceeds and county matching funds could be distributed to the county for a construction project.

OREGON DEPARTMENT OF EDUCATION

The Subcommittee reduced the Other Funds expenditure limitation on expenditures of Article XI-Q bond proceeds for Oregon eCourt by \$190,767, to correct an error in House Bill 5016, the Judicial Department's budget bill.

Public Defense Services Commission

The Subcommittee increased the General Fund appropriation for Professional Services by \$2,409,367. This increase includes three components:

- General Fund is increased \$2,400,000 to reduce trial-level juvenile dependency caseloads and improve the quality of legal services in juvenile dependency and termination of parental rights cases. The approved funding level will support an approximate 4.5% average reduction in the caseloads of attorneys providing these services, however, the agency may choose to distribute available funds on a pilot project basis. The agency will make caseload reductions conditional upon agreement to implement established best practices, and will evaluate the impacts of the caseload reductions.
- General Fund is increased \$864,567 to increase compensation paid to public defender contractors, hourly-paid attorneys, and hourly-paid investigators. The funds provided by this action will be added to the \$2,135,433 General Fund appropriated to the Commission for this same purpose in House Bill 5041, to provide a total of \$3,000,000 for compensation increases. From the \$3,000,000 available, the agency is to allocate \$2,329,729 to reduce the average salary differential between public defender salaries and district attorney salaries, allocate \$218,141 to increase the compensation rates for hourly-paid attorneys, and allocate \$452,130 to increase the compensation rates for hourly-paid investigators.
- General Fund is reduced \$855,200 as a result of passage of Senate Bill 40, which reduces crimes for the unlawful manufacture and possession of marijuana and marijuana products. The fiscal impact of these actions will reduce costs to the Commission by this amount.

LEGISLATIVE BRANCH

Legislative Administration Committee

The Legislative Administration Committee has increased expenditures related to the Capitol Master Plan project. The bill establishes an Other Funds limitation of \$615,000 for the cost of issuance of Article XI-Q bonds for the project. It also includes a General Fund appropriation of \$1,421,341 for the debt service on the bonds issued for the 2013-15 biennium. Expenditure limitation for the project costs are provided in SB 5507 (the capital construction bill).

Legislative Fiscal Officer

House Bill 5008 establishes an Other Funds account called the Legislative Fiscal Office Operating Fund.

NATURAL RESOURCES

State Department of Agriculture

The bill adds \$34,060 General Fund to increase special payments to USDA-APHIS-Wildlife Services for predator control activities. \$65,940 General Fund was also added to the Department of Fish and Wildlife for the same purpose. With these increases, state-support in both

OREGON DEPARTMENT OF EDUCATION

departments for predator control activities will be equalized at \$415,889 for the 2013-15 biennium. The Subcommittee added the following budget note related to this increase:

Budget Note:

The Department of Fish and Wildlife and the Department of Agriculture shall, using information provided by USDA-APHIS-Wildlife Services, report to the appropriate subcommittee of the Joint Committee on Ways and Means during the 2015 Regular Session on wildlife conflicts responded to by Wildlife Services agents by species, resource type, and methods used to address the conflict, summarized by county.

The Subcommittee reduced Lottery Funds by \$21,380 to reflect the ending of the County Fair Commission, for which the Department had received funding for minimal administrative support. The moneys will now instead be added to the Lottery Funds support for County Fair payments by the Department of Administrative Services.

Columbia River Gorge Commission

The budget for the Columbia River Gorge Commission was reduced by \$79,873 General Fund to match the lower appropriation made by the State of Washington for Columbia River Gorge Commission activities.

State Department of Energy

House Bill 5008 increases the Department's Other Funds expenditure limitation by \$9,876,190 for home energy efficiency programs that will further the Ten Year Energy Plan goal of meeting new electric energy load growth through energy efficiency and conservation. This expenditure limitation includes \$76,190 for cost of issuance associated with \$5 million in Lottery Bond proceeds, as well as \$4.8 million in unexpended public purpose charge single family weatherization funding transferred from the Housing and Community Services Department in House Bill 2322.

The bill clarifies the use of Lottery Funds by the Department of Energy, to be consistent with the agency's adopted budget.

Department of Environmental Quality

House Bill 5008 removes \$17,140,248 Other Funds expenditure limitation for debt service payments mistakenly added in Senate Bill 5520. This subsection of Senate Bill 5520, the budget bill for the Department of Environmental Quality, is not necessary because the agency was also provided nonlimited Other Funds authority to pay debt service costs during the 2013-15 biennium in the same bill. This adjustment will prevent authorized Other Fund debt service payments from being erroneously doubled counted in 2013-15.

Department of Land Conservation and Development

The Subcommittee approved \$116,000 General Fund to supplement grant funding for the Southern Oregon Regional Land Use Pilot Program. The bill also includes \$80,000 General Fund for a grant to the Columbia River Gorge Commission for continuation of work on urban planning issues inside the Oregon portion of the National Scenic Area in the Columbia River Gorge. In addition, a reduction of \$35,000 General Fund in the Planning Program was approved because rulemaking will not be required to implement provisions of House Bill 2202 to mining on land zoned for exclusive farm use.

OREGON DEPARTMENT OF EDUCATION

State Department of Fish and Wildlife

The Subcommittee added a one-time \$50,000 General Fund appropriation as state match for a study on the effects of cormorant predation on listed salmonids. The state support will be matched with \$150,000 Federal Funds to hire seasonal positions to conduct population surveys, conduct diet studies to help verify the extent of salmonid predations, and assist in on-going hazing efforts.

The bill also adds \$65,940 General Fund to increase special payments to USDA-APHIS-Wildlife Services for predator control activities. \$34,060 General Fund was also added to the Department of Agriculture for the same purpose. With these increases, state-support in both departments for predator control activities will be equalized at \$415,889 General Fund for the 2013-15 biennium. The Subcommittee added the following budget note for both agencies:

Budget Note:

The Department of Fish and Wildlife and the Department of Agriculture shall, using information provided by USDA-APHIS-Wildlife Services, report to the appropriate subcommittee of the Joint Committee on Ways and Means during the 2015 Regular Session on wildlife conflicts responded to by Wildlife Services agents by species, resource type, and methods used to address the conflict, summarized by county.

State Forestry Department

The Department has received a pre-award notice from the U.S. Department of Agriculture regarding the availability of \$3 million of federal legacy dollars to be applied to the Gilchrist Forest acquisition. Limitation in that amount is added for the 2013-15 biennium. The total amount includes \$600,000 for recently-available infill acreage.

To cover the expense of bond issuance for the Gilchrist Forest purchase and the East Lane construction, the Subcommittee increased Other Funds expenditure limitation by \$120,000.

The Department is directed to use up to \$200,000 of the Forest Revenue CSF account to supplement Policy Package 486, SB 5521 (2013), for the same purposes as Package 486. Package 486 provided \$250,000 Other Funds expenditure limitation to meet statutory requirements for forest research and monitoring on the Elliott State Forest.

The following budget note was approved for the State Forestry Department:

Budget Note:

Senate Bill 5521 (2013) provided \$2,885,000 Lottery Funds limitation to the Department of Forestry for the Governor's dry-side forest health collaboration effort for a new business model to improve federal forest project management and technical and scientific support. In administering the funding, the department is authorized to also consider a small grant program and a limited duration liaison position, from the \$2,885,000, at the department's discretion. The small grants are to be administered by the Oregon Watershed Enhancement Board using the Board's existing expenditure limitation. The position, if created, is to be the state's point of contact for the US Forest Service, congressional delegation, local forest collaborative groups, and the state Legislative Assembly.

OREGON DEPARTMENT OF EDUCATION

The Department is directed to report to the Legislature in February 2014 on specific plans, expected outcomes, progress, and the amount of federal funding and support provided to the collaboration.

Parks and Recreation Department

Other Funds expenditure limitation is increased by \$5,000,000 for lottery bond proceeds designated to be passed through to a local recipient for the Willamette Falls project. In addition, the limitation is increased by \$69,882 for cost of issuance expenses. There is no debt service in the 2013-15 biennium as the bonds will not be sold until the spring of 2015. Debt service in 2015-17 is \$0.9 million Lottery Funds.

Department of State Lands

House Bill 5008 increases the Department's Other Funds expenditure limitation by \$307,360. This is for unspent limitation associated with the conversion of 960 open rangeland acres currently leased for livestock grazing. The acreage will be converted to about 620 acres of irrigated agriculture land. The expenditure limitation was authorized by the Emergency Board in May, 2012. Due diligence review and determination of wetlands, required before undertaking the conversion, has taken longer than expected. After the final wetlands determination report in July 2013, the agency can move ahead to complete the project.

The Subcommittee increased the Federal Funds expenditure limitation in anticipation of two Environmental Protection Agency grants to develop scientifically based tools for functions-based, watershed-scale approach to wetlands mitigation in Oregon. The Department expects final notification on the grants in September 2013. The total amount is \$135,000. The Department of Administrative Services (DAS) is requested to unschedule the limitation until such time as State Lands notifies DAS and the Legislative Fiscal Office that the funds are awarded.

Water Resources Department

The Subcommittee approved \$10,242,513 Other Funds expenditure limitation from bond proceed resources for water supply projects including, but not limited to, statewide piping and lining open, rock or dirt-lined irrigation canal projects; implementation/completion of the Umatilla Basin Aquifer Recovery Project, repairing the Dam at Wallowa Lake and constructing a new reservoir in Juniper Canyon; the Willamette Basin Long-Term Water Allocation Study; the Deschutes Basin Study; and development of above and below ground water storage projects with partners in Oregon, Washington State, and Canada.

PUBLIC SAFETY

Department of Corrections

If House Bill 3194 becomes law, the operational budget for the Department of Corrections (DOC), excluding Community Corrections, is reduced by \$19.7 million General Fund and 197 positions (65.31 FTE). This reduction eliminates most of the mandated caseload estimate included in House Bill 5005, and reflects a decrease in projected bed utilization of approximately 700 in 2013-15 from the April 2013 corrections forecast. Although the operational budget is decreased overall, the Department did receive \$168,302 General Fund and 0.79 FTE to support the transitional leave program requirements in House Bill 3194.

The Subcommittee made several modifications to DOC's Community Corrections budget. First, \$9 million General Fund was approved to enhance baseline funding for community corrections programs. Further, if House Bill 3194 becomes law, baseline funding is increased to total

OREGON DEPARTMENT OF EDUCATION

\$215 million, or an additional \$8.09 million General Fund. At \$215 million, the Community Corrections baseline would be \$33 million, or 18%, above the 2011-13 legislatively approved budget. Also, conditional on passage of House Bill 3194, \$5 million General Fund was approved for jail support. DOC will distribute these dollars to counties based on each county's proportion of the baseline funding formula.

The following budget note was approved:

Budget Note:

As in the 2011-13 legislatively approved budget, the Department of Corrections is instructed to address the level of unspecified reductions in its budget without closure of existing facilities and without use of layoffs to reach the reduction goal. A report on what steps may be needed to reach reduction goals will be presented to the Joint Committee on Ways and Means during the February, 2014 legislative session.

Criminal Justice Commission

House Bill 3194 creates the Justice Reinvestment Account (Account) to support grants to counties for programs to reduce recidivism and decrease utilization of state prison capacity. However, the bill itself does not establish a funding level. The Subcommittee approved \$10 million General Fund for the Account with the understanding that an additional \$5 million would be approved during the February 2014 legislative session if the legislative assembly receives a 2013-15 General Fund forecast that is higher than the close of session forecast. This approval was made with the understanding that the Governor's Office will also direct the Criminal Justice Commission (CJC) to allocate \$5 million in federal funds from the 2012 and 2013 Byrne/Justice Assistance Grants for similar grants to counties. In the 2015-17 biennium, the current service level is expected to total \$20 million General Fund for the Account.

The Subcommittee also approved \$190,000 General Fund and the phase-in of one Program Analyst 4 (0.88 FTE) to support grant administration and the Task Force on Public Safety as authorized in House Bill 3194.

The following budget note was approved:

Budget Note:

CJC is directed to administer the Justice Reinvestment Program and Specialty Courts Grant Programs during 2013-2015 using General, Other and Federal Funds. CJC will work with the Justice Reinvestment Grant Review Committee and the Criminal Justice Commission to distribute and allocate these different funds in an efficient and effective manner. CJC will report back on the results of this work during the February 2014 legislative session.

Department of Justice

The Subcommittee approved an increase in Other Funds (Criminal Fine Account) expenditure limitation by \$700,000 to support an increased allocation to Child Abuse Multidisciplinary Intervention (CAMI). With this adjustment, CAMI would receive in total General Fund and Criminal Fine Account allocations, \$10.7 million or 9.9% increase over the 2011-13 legislatively approved budget.

OREGON DEPARTMENT OF EDUCATION

An increase of \$1.8 million General Fund was approved for the Oregon Domestic and Sexual Violence Services Fund (ODSVS). If House Bill 3194 becomes law, an additional \$2.2 million General Fund, for a total of \$4 million, is approved. These adjustments augment the \$4.4 million General Fund authorized in House Bill 5018.

This bill includes a reduction in the Other Funds expenditure limitation for the Department of Justice's Civil Enforcement Division of \$471,040. During consideration of House Bill 5018, this amount was shifted from the Non-limited budget category. Upon further review, restitution and refund payments from the Protection and Education Revolving Account can correctly be categorized as Non-limited.

The Subcommittee approved the first phase of funding to replace the Child Support Enforcement Automated System (CSEAS). This approval included \$1.6 million General Fund for debt service on XI-Q Bonds authorized in Senate Bill 5506, \$14.1 million Other Funds expenditure limitation, and \$27.4 million Federal Funds. In total, the CSEA projected is estimated to cost \$109.4 million with federal funding supporting two-thirds of the project. The Subcommittee also approved the following budget note:

Budget Note:

The Department of Justice (DOJ) is directed to work with the Department of Administrative Services (DAS) in the development and implementation of the Child Support System Modernization project. DAS is to provide support to and collaborate with the DOJ in the information technology systems development lifecycle, procurement, quality assurance, and other support needed to successfully complete this project. DOJ and DAS are directed to report to the Legislative Fiscal Office at a minimum of every six months through the remainder of the biennium on the status of the project as well as provide copies of all Quality Assurance, Quality Control, and Independent Verification and Validation reports upon their receipt by the agency. DOJ is also to submit an update on the status of foundational project management documentation, including copies of completed documents, each accompanied by independent quality control review, to LFO by December 1, 2013.

The Subcommittee approved budget adjustments for an increase in the statutorily set salary for statewide elected officials as provided for in House Bill 2322. The statewide elected officials include the Governor, Secretary of State, State Treasurer, Attorney General, and the Commissioner of Labor and Industries. Each is to receive a salary increase of \$5,000 per year, beginning on January 1, 2014. The impact on the Department of Justice is an increase of \$9,174 Other Funds expenditure limitation, including other payroll expenses. Statewide elected officials last received a salary increase in July of 2009. Statutory Judgeships are also to receive a salary increase (see Judicial Branch program area narrative). The compensation for members of the Legislative Assembly remains unchanged.

The Subcommittee also authorized \$75,000 General Fund to support the Oregon Crime Victims Law Center. Further, the Defense of Criminal Conviction program was reduced by \$391,724 General Fund to reflect a smaller increase in mandated caseload.

Oregon Military Department

The Subcommittee appropriated \$275,000 of General Fund for the Oregon Local Disaster Assistance Loan and Grant Account under the Emergency Management program for possible loans or grants from the account. The Department will need to request Other Funds expenditure limitation from either the Legislature or the Emergency Board specific to a local disaster in order to expend funds from the Account.

OREGON DEPARTMENT OF EDUCATION

The bill includes \$15,000 General Fund for the Oregon Youth Challenge program for the reimbursement of fuel costs of participating youths' parents or legal guardians who travel to the program to visit their children. The Oregon Youth Challenge program is to establish a reimbursement policy for such expenses and is to expend no more than the appropriation provided, unless federal matching funds are available for this purpose.

General Fund Debt Service of \$314,523 was approved to support repayment of Article XI-Q General Obligation bond approved in Senate Bill 5506 for the 2013-15 biennium (Sharff Hall – Portland and Roseburg Armory). The appropriation reflects a reduction of \$78,840 for General Fund Debt Service savings from previously issued bonds. The General Fund Debt Service for the 2015-17 biennium will total \$2.2 million and will include Debt Service costs for Sharff Hall, the Medford Armory, the Roseburg Armory, and the Baker City Readiness Center. The Subcommittee also approved \$237,345 Other Funds expenditure limitation for the cost of issuance for the four projects.

Oregon State Police

To address concerns for diminishing availability of public safety services in some Oregon counties, particularly in the areas of patrol and criminal investigations, the Subcommittee approved \$1.16 million General Fund and 10 trooper positions (2.50 FTE) within the Patrol Division, \$462,000 General Fund and four trooper positions (1.00 FTE) within the Criminal Division, \$1.47 million General Fund for forensic equipment and one Forensic Scientist (0.88 FTE), and \$300,000 General Fund to support contractual payments for medical examiner services in Southern Oregon.

Department of Public Safety Standards and Training

The Subcommittee approved \$1 million Other Funds (Criminal Fine Account) expenditure limitation and four Public Safety Training Specialist 2 positions (3.52 FTE) to support the Oregon Center for Policing Excellence.

Oregon Youth Authority

The General Fund appropriation for the East Multnomah County gang funding is increased by \$126,673 for extraordinary inflation associated with personnel costs. Total funding with this addition is \$1,833,428.

Because of savings in capital projects, Oregon Youth Authority is able to redirect unspent funds to debt service, eliminating the need for the same amount of General Fund. The Subcommittee approved establishing a new other Funds expenditure limitation for \$384,877 for debt service. The General Fund reduction is included in the omnibus adjustments.

TRANSPORTATION

Department of Transportation

Senate Bill 665 proposed moving the Statewide Interoperability Coordinator (SWIC) position and support for the Statewide Interoperability Executive Council from the Department of Transportation to the Department of Administrative Services. The bill was not heard. The agencies are instructed to complete planning for the transfer and report to the February 2014 Legislature on status of the federal FirstNet grant funding and how the SWIC's salary and other expenses will be paid. Two positions that were eliminated from the Department of Transportation's Highway Maintenance unit budget in anticipation of Senate Bill 665's passage are restored. They are a Project Manager 3 and an Operations and Policy Analyst 4. Other Funds expenditure limitation is increased by \$391,871 in Personal Services to support the positions.

OREGON DEPARTMENT OF EDUCATION

House Bill 3137 permits an individual to submit to the Department of Transportation a voluntary odometer reading for a vehicle over ten years old as part of transfer of any interest in the motor vehicle. The measure has a fiscal impact to the Driver and Motor Vehicles Division. If the bill becomes law, it is understood that the Department may proceed with implementation if the National Highway Traffic Safety Administration odometer fraud grant in the same amount, for which the Department applied in May, 2013, is awarded. If the grant is not awarded and the Department can find no other funding to implement the measure, the Department may request funding from the Legislature in February 2014.

The Subcommittee approved an increase in Other Funds expenditure limitation in the Transportation Program Development section of \$42,000,000 in lottery bond proceeds for ConnectOregon V. In addition, the limitation is increased by \$691,683 for cost of issuance expenses. There is no debt service in the 2013-15 biennium as the bonds will not be sold until the spring of 2015. Debt service in 2015-17 is \$7.6 million Lottery Funds. The following direction was provided:

Budget Note:

In order to ensure Connect Oregon Funds are used efficiently and effectively, the department shall take steps to ensure that projects are delivered on time and on budget. Actions shall include, but not be limited to, the withholding of five percent of the moneys awarded. Of the amount withheld under this section, the department shall release to the recipient:

- (a) Eighty percent when the recipient has completed the project.
- (b) Twenty percent when the recipient has submitted and the department has accepted the final performance measure report as established by agreement between the department and the recipient. The department may not pay and the recipient forfeits the amount withheld under this paragraph if the recipient does not submit a final performance measure report before the due date in a manner that is acceptable to the department as established by the agreement between the department and the recipient. Additionally, if the recipient does not submit the performance measure report before the due date, the recipient may not apply for another performance grant during the next application cycle.

Public Transit Other Funds expenditure limitation is increased by \$3,500,000 lottery bond proceeds for the Salem Keizer Transit Center. In addition, the Other Funds limitation is increased by \$62,986 for cost of issuance expenses. There is no debt service in the 2013-15 biennium as the bonds will not be sold until the spring of 2015. Debt service in 2015-17 is \$0.6 million Lottery Funds.

General Fund debt service in Senate Bill 5544 for the Lane Transit EmX project is eliminated, for a reduction of \$757,944. Lottery Funds debt service for this borrowing will begin in the 2015-17 biennium.

Other Funds expenditure limitation is increased in the Rail Division by \$10,000,000 for lottery bond proceeds for Coos Bay Rail. In addition, the limitation is increased by \$239,248 for cost of issuance expenses. There is no debt service in the 2013-15 biennium as the bonds will not be sold until the spring of 2015. Debt service in 2015-17 is \$1.8 million Lottery Funds.

OREGON DEPARTMENT OF EDUCATION

Adjustments to 2011-13 Budgets

Emergency Board

House Bill 5008 disappropriates \$50,447,306 General Fund from the Emergency Board. This represents all remaining appropriation in the Emergency Board for the 2011-13 biennium.

Oregon University System

The Subcommittee acted to align 2011-13 Other Funds expenditure limitations, adopted for the Oregon University System (OUS) before Senate Bill 242 (2011) was passed, with current budget reality, by removing a total of \$2,329,480,585 Other Fund limited and \$2,236,635,139 Other Funds non-limited authority approved by the Legislature during the 2011 Regular Session. With the passage of Senate Bill 242 (2011) the Oregon University System and its seven public universities were reorganized as non-state agencies. Part of this change involved removing OUS from being subject to Other Funds expenditure limitation by the Legislature.

Oregon Youth Authority

House Bill 5008 includes a supplemental General Fund appropriation of \$200,000 for operations.

Military Department

The Subcommittee disappropriated \$460,000 of General Fund for the Oregon Local Disaster Assistance Loan and Grant Account, which is in the Emergency Management program. There are currently no outstanding loan or grant requests for the account. The Subcommittee also disappropriated \$26,748 of General Fund Debt Service savings from the Capital Debt Service and Related Costs program.

OREGON DEPARTMENT OF EDUCATION

Agency Name	Appropriation Description	Bill Number	Section/ Sub	Fund	General Fund	Lottery Funds	Other Funds	Federal Funds
ADMINISTRATION								
ADVOCACY COMMISSIONS OFFICE	Operating Expenses	SB 5501	01	GF	(8,301)	-	-	-
DEPT OF ADMIN SERVICES	Chief Operating Office	HB 5002	01-01	GF	(5,511)	-	-	-
DEPT OF ADMIN SERVICES	Enterprise Asset Management	HB 5002	01-02	GF	(25,298)	-	-	-
DEPT OF ADMIN SERVICES	Oregon Public Broadcasting	HB 5002	01-03	GF	(10,000)	-	-	-
DEPT OF ADMIN SERVICES	Oregon Historical Society	HB 5002	01-04	GF	(15,000)	-	-	-
SECRETARY OF STATE	Administrative Services	SB 5539	01-01	GF	(39,053)	-	-	-
SECRETARY OF STATE	Elections Division	SB 5539	01-02	GF	(136,133)	-	-	-
DEPT OF REVENUE	Administration	SB 5538	01	GF	(1,121,210)	-	-	-
DEPT OF REVENUE	Property Tax	SB 5538	02	GF	(289,008)	-	-	-
DEPT OF REVENUE	Personal Tax and Compliance	SB 5538	03	GF	(1,329,932)	-	-	-
DEPT OF REVENUE	Business	SB 5538	04	GF	(446,852)	-	-	-
DEPT OF REVENUE	Elderly Rental Assistance and Nonprofit Housing	SB 5538	05	GF	(113,440)	-	-	-
EMPLOYMENT RELATIONS BOARD	Operating Expenses	HB 5010	01	GF	(38,817)	-	-	-
OFFICE OF THE GOVERNOR	Operating Expenses	SB 5523	01	GF	(205,081)	-	-	-
OFFICE OF THE GOVERNOR	Expenses for Duties	SB 5523	02	GF	(1,000)	-	-	-
OREGON STATE LIBRARY	Operating Expenses	HB 5022	01	GF	(32,951)	-	-	-
CONSUMER AND BUSINESS SERVICES								
BUREAU OF LABOR AND INDUSTRIES	Operating Expenses	HB 5020	01	GF	(234,674)	-	-	-
ECONOMIC DEVELOPMENT								
ECONOMIC AND COMMUNITY DEVELOP	Arts Commission	HB 5028	01-01	GF	(89,679)	-	-	-
ECONOMIC AND COMMUNITY DEVELOP	Business, Innovation and Trade	HB 5028	03-01	LF	-	(1,178,533)	-	-
ECONOMIC AND COMMUNITY DEVELOP	Business, Innovation and Trade - Seismic Rehab	SB 813	18e-01	LF	-	(3,208)	-	-
ECONOMIC AND COMMUNITY DEVELOP	Shared Services	HB 5028	03-02	LF	-	(136,228)	-	-
ECONOMIC AND COMMUNITY DEVELOP	Shared Services - Seismic Rehab	SB 813	18e-02	LF	-	(2,413)	-	-
ECONOMIC AND COMMUNITY DEVELOP	Oregon Film & Video Office	HB 5028	03-03	LF	-	(23,072)	-	-
ECONOMIC AND COMMUNITY DEVELOP	Oregon Growth Board	HB 2323	14	LF	-	(2,000)	-	-
ECONOMIC AND COMMUNITY DEVELOP	Oregon Industrial Site Readiness Program	SB 246	08	LF	-	(3,585)	-	-
ECONOMIC AND COMMUNITY DEVELOP	Beginning and Expanding Farmer Loan Program	HB 2700	07	LF	-	(4,552)	-	-
DEPT OF HOUSING/COMMUNITY SVCS	Operating Expenses	HB 5015	01	GF	(169,304)	-	-	-
DEPT OF VETERANS AFFAIRS	Services Provided by ODVA	HB 5047	01-01	GF	(82,086)	-	-	-
DEPT OF VETERANS AFFAIRS	County Payments	HB 5047	01-02	GF	(91,535)	-	-	-
DEPT OF VETERANS AFFAIRS	Vet's Services Organizations Payments	HB 5047	01-03	GF	(2,212)	-	-	-
EDUCATION								
DEPT OF EDUCATION	Operations	SB 5518	01-01	GF	(909,397)	-	-	-
DEPT OF EDUCATION	Oregon School for the Deaf	SB 5518	01-02	GF	(222,340)	-	-	-
DEPT OF EDUCATION	Early intervention services and early childhood special education programs	SB 5518	02-01	GF	(2,720,844)	-	-	-
DEPT OF EDUCATION	Other special education programs	SB 5518	02-02	GF	(857,426)	-	-	-
DEPT OF EDUCATION	Blind and Visually Impaired Student Fund	SB 5518	02-03	GF	(19,769)	-	-	-
DEPT OF EDUCATION	Breakfast and summer food programs	SB 5518	02-04	GF	(46,375)	-	-	-
DEPT OF EDUCATION	Strategic investments	SB 5518	02-05	GF	(436,976)	-	-	-

OREGON DEPARTMENT OF EDUCATION

Agency Name	Appropriation Description	Bill Number	Section/ Sub	Fund	General Fund	Lottery Funds	Other Funds	Federal Funds
DEPT OF EDUCATION	Other grant-in-aid programs	SB 5518	02-06	GF	(80,053)	-	-	-
DEPT OF EDUCATION	Oregon prekindergarten program	SB 5518	02-07	GF	(2,548,483)	-	-	-
DEPT OF EDUCATION	Other early learning programs	SB 5518	02-08	GF	(673,910)	-	-	-
DEPT OF EDUCATION	Youth development programs	SB 5518	02-09	GF	(114,982)	-	-	-
OREGON EDUCATION INVESTMENT BRD	Operating Expenses	SB 5548	01	GF	(123,176)	-	-	-
STUDENT ASSISTANCE COMMISSION	Oregon Opportunity Grants	HB 5032	01-01	GF	(2,269,536)	-	-	-
STUDENT ASSISTANCE COMMISSION	OSAC operations	HB 5032	01-02	GF	(63,076)	-	-	-
STUDENT ASSISTANCE COMMISSION	Other payments to individuals and institutions	HB 5032	01-03	GF	(28,985)	-	-	-
COMMUNITY COLLEGES DEPARTMENT	Operations	HB 5019	01-01	GF	(275,715)	-	-	-
COMMUNITY COLLEGES DEPARTMENT	Skills centers	HB 5019	01-03	GF	(12,000)	-	-	-
HIGHER EDUCATION COORD. COMM.	Operations	HB 5033	01	GF	(45,957)	-	-	-
HUMAN SERVICES								
LONG TERM CARE OMBUDSMAN	Operating Expenses	HB 5024	01	GF	(39,554)	-	-	-
COMMISSION FOR THE BLIND	Operating Expenses	HB 5003	01	GF	(31,287)	-	-	-
PSYCHIATRIC REVIEW BOARD	Operating Expenses	HB 5040	01	GF	(46,969)	-	-	-
DEPT OF HUMAN SERVICES	Central Services, Statewide Assessments & Enterprise-wide Costs	SB 5529	01-01	GF	(3,618,994)	-	-	-
DEPT OF HUMAN SERVICES	Child Welfare, Self Sufficiency, and Vocational Rehabilitation Services	SB 5529	01-02	GF	(16,897,531)	-	-	-
DEPT OF HUMAN SERVICES	Aging and People with Disabilities and Developmental Disabilities Programs	SB 5529	01-03	GF	(25,049,879)	-	-	-
OREGON HEALTH AUTHORITY	Programs	HB 5030	01-01	GF	(36,974,198)	-	-	-
OREGON HEALTH AUTHORITY	Central Services, Statewide Assessments and Enterprise-wide Costs	HB 5030	01-02	GF	(1,834,762)	-	-	-
JUDICIAL BRANCH								
JUDICIAL FIT OR DISABILITY COM	Administration	HB 5017	01-01	GF	(3,849)	-	-	-
JUDICIAL FIT OR DISABILITY COM	Extraordinary expenses	HB 5017	01-02	GF	(206)	-	-	-
JUDICIAL DEPARTMENT	Operations	HB 5016	01-02	GF	(5,455,635)	-	-	-
JUDICIAL DEPARTMENT	Mandated Payments	HB 5016	01-03	GF	(296,940)	-	-	-
JUDICIAL DEPARTMENT	Electronic Court	HB 5016	01-04	GF	(37,415)	-	-	-
JUDICIAL DEPARTMENT	Third-party Debt Collections	HB 5016	01-06	GF	(239,201)	-	-	-
JUDICIAL DEPARTMENT	Oregon Law Commission	HB 5016	05	GF	(4,492)	-	-	-
JUDICIAL DEPARTMENT	Council on Court Procedures	HB 5016	06	GF	(1,040)	-	-	-
JUDICIAL DEPARTMENT	Conciliation & mediation services in circuit courts	HB 5016	07-01	GF	(144,248)	-	-	-
JUDICIAL DEPARTMENT	Operating law libraries or providing law library services	HB 5016	08-01	GF	(144,248)	-	-	-
PUBLIC DEFENSE SERVICES	Appellate Division	HB 5041	01-01	GF	(291,347)	-	-	-
PUBLIC DEFENSE SERVICES	Professional Services	HB 5041	01-02	GF	(4,617,158)	-	-	-
PUBLIC DEFENSE SERVICES	Contract and Business Services Division	HB 5041	01-03	GF	(65,418)	-	-	-
LEGISLATIVE BRANCH								
LEGISLATIVE ADMIN COMMITTEE	General program	HB 5021	01-01	GF	(533,335)	-	-	-
LEGISLATIVE ASSEMBLY	Biennial General Fund	HB 5021	04	GF	(266,482)	-	-	-
LEGISLATIVE ASSEMBLY	77th Leg Assembly	HB 5021	05-01	GF	(338,307)	-	-	-
LEGISLATIVE ASSEMBLY	78th Leg Assembly	HB 5021	05-02	GF	(176,899)	-	-	-
LEGISLATIVE COUNSEL COMMITTEE	Operating Expenses	HB 5021	08	GF	(200,172)	-	-	-

OREGON DEPARTMENT OF EDUCATION

Agency Name	Appropriation Description	Bill Number	Section/ Sub	Fund	General Fund	Lottery Funds	Other Funds	Federal Funds
LEGISLATIVE FISCAL OFFICER	Operating Expenses	HB 5021	11-01	GF	(73,889)	-	-	-
LEGISLATIVE REVENUE OFFICE	Operating Expenses	HB 5021	12	GF	(51,399)	-	-	-
INDIAN SERVICES COMMISSION	Operating Expenses	HB 5021	13	GF	(9,186)	-	-	-
NATURAL RESOURCES								
DEPT OF GEOLOGY AND INDUSTRIES	General Fund	HB 5014	01	GF	(51,519)	-	-	-
DEPT OF PARKS AND RECREATION	General Fund	HB 5034	01	GF	(20,000)	-	-	-
LAND USE APPEALS BOARD	General Fund	SB 5531	01	GF	(30,950)	-	-	-
DEPT OF WATER RESOURCES	Water resources program	SB 5547	01	GF	(540,096)	-	-	-
DEPT OF AGRICULTURE	Administrative and Support Services	SB 5502	01-01	GF	(33,821)	-	-	-
DEPT OF AGRICULTURE	Food Safety	SB 5502	01-02	GF	(130,436)	-	-	-
DEPT OF AGRICULTURE	Natural Resources	SB 5502	01-03	GF	(140,392)	-	-	-
DEPT OF AGRICULTURE	Agricultural Development	SB 5502	01-04	GF	(79,760)	-	-	-
DEPT OF ENVIRONMENTAL QUALITY	Air quality	SB 5520	01-01	GF	(114,865)	-	-	-
DEPT OF ENVIRONMENTAL QUALITY	Water quality	SB 5520	01-02	GF	(392,845)	-	-	-
DEPT OF ENVIRONMENTAL QUALITY	Land quality	SB 5520	01-03	GF	(15,194)	-	-	-
DEPT OF FISH AND WILDLIFE	Fish Division	HB 5013	01-01	GF	(252,570)	-	-	-
DEPT OF FISH AND WILDLIFE	Wildlife Division	HB 5013	01-02	GF	(9,787)	-	-	-
DEPT OF FISH AND WILDLIFE	Administrative Services Division	HB 5013	01-03	GF	(29,412)	-	-	-
DEPT OF FISH AND WILDLIFE	Capital Improvement	HB 5013	01-05	GF	(2,912)	-	-	-
DEPT OF FORESTRY	Agency administration	SB 5521	01-01	GF	(4,000)	-	-	-
DEPT OF FORESTRY	Fire protection	SB 5521	01-02	GF	(771,994)	-	-	-
DEPT OF FORESTRY	Private forests	SB 5521	01-03	GF	(286,486)	-	-	-
DEPT OF LAND CONSERVTN/DEVELOP	Planning program	SB 5530	01-01	GF	(211,684)	-	-	-
DEPT OF LAND CONSERVTN/DEVELOP	Grant Programs	SB 5530	01-02	GF	(24,653)	-	-	-
COLUMBIA RIVER GORGE COMMISSION	Operating Expenses	SB 5511	01	GF	(17,820)	-	-	-
PUBLIC SAFETY								
BOARD OF PAROLE/POST PRISON	General Fund	HB 5035	01	GF	(79,300)	-	-	-
OREGON STATE POLICE	Patrol services, criminal investigations and gaming enforcement	HB 5038	01-01	GF	(2,965,500)	-	-	-
OREGON STATE POLICE	Fish and wildlife enforcement	HB 5038	01-02	GF	(57,000)	-	-	-
OREGON STATE POLICE	Forensic services and State Medical Examiner	HB 5038	01-03	GF	(742,545)	-	-	-
OREGON STATE POLICE	Administrative Services, information management and Office of the State Fire Marshal	HB 5038	01-04	GF	(928,850)	-	-	-
DEPT OF CORRECTIONS	Operations and health services	HB 5005	01-01	GF	(17,849,890)	-	-	-
DEPT OF CORRECTIONS	Administration, general services and human resources	HB 5005	01-02	GF	(2,570,120)	-	-	-
DEPT OF CORRECTIONS	Offender management and rehabilitation	HB 5005	01-03	GF	(1,281,735)	-	-	-
DEPT OF CORRECTIONS	Community corrections	HB 5005	01-04	GF	(4,342,090)	-	-	-
DEPT OF CORRECTIONS	Capital Improvements	HB 5005	01-06	GF	(53,975)	-	-	-
CRIMINAL JUSTICE COMMISSION	General Fund	HB 5007	01	GF	(277,465)	-	-	-
DISTRICT ATTORNEYS/DEPUTIES	Department of Justice for District Attorneys	SB 5517	01	GF	(209,190)	-	-	-
DEPT OF JUSTICE	Office of AG & administration	HB 5018	01-01	GF	(6,000)	-	-	-
DEPT OF JUSTICE	Civil enforcement	HB 5018	01-02	GF	(77,855)	-	-	-
DEPT OF JUSTICE	Criminal Justice	HB 5018	01-03	GF	(168,930)	-	-	-
DEPT OF JUSTICE	Crime victims' services	HB 5018	01-04	GF	(114,900)	-	-	-
DEPT OF JUSTICE	Defense of criminal conviction	HB 5018	01-05	GF	(379,270)	-	-	-

OREGON DEPARTMENT OF EDUCATION

Agency Name	Appropriation Description	Bill Number	Section/ Sub	Fund	General Fund	Lottery Funds	Other Funds	Federal Funds
DEPT OF JUSTICE	Child Support Division	HB 5018	01-06	GF	(465,565)	-	-	-
DEPT OF MILITARY	Administration	SB 5534	01-01	GF	(88,729)	-	-	-
DEPT OF MILITARY	Operations	SB 5534	01-02	GF	(127,396)	-	-	-
DEPT OF MILITARY	Emergency Management	SB 5534	01-03	GF	(37,768)	-	-	-
DEPT OF MILITARY	Community Support	SB 5534	01-04	GF	(4,114)	-	-	-
OREGON YOUTH AUTHORITY	Operations	HB 5050	01-01	GF	(5,017,373)	-	-	-
OREGON YOUTH AUTHORITY	Juvenile crime prevention/diversion	HB 5050	01-02	GF	(351,862)	-	-	-
OREGON YOUTH AUTHORITY	East Multnomah County gang funding	HB 5050	01-03	GF	(34,135)	-	-	-
OREGON YOUTH AUTHORITY	Multnomah County Gang Services	HB 5050	01-04	GF	(67,542)	-	-	-
OREGON YOUTH AUTHORITY	Capital Improvements	HB 5050	01-06	GF	(14,763)	-	-	-
TRANSPORTATION								
OREGON DEPT OF TRANSPORTATION	PTD: Elderly & People w/Disabilities Transportation Pgm	SB 5544	02	GF	(40,000)	-	-	-
TOTAL					(154,895,175)	(1,353,591)	-	-

77th OREGON LEGISLATIVE ASSEMBLY – 2014 Session
BUDGET REPORT AND MEASURE SUMMARY

MEASURE: HB 5201-A

JOINT COMMITTEE ON WAYS AND MEANS

Carrier – House: Rep. Buckley

Carrier – Senate: Sen. Devlin

Action: Do Pass as Amended and be Printed A-Engrossed

Vote: 21 – 5 – 0

House

Yeas: Barker, Buckley, Frederick, Huffman, Jenson, Komp, Nathanson, Read, Smith, Tomei, Williamson

Nays: Hanna, Freeman, McLane, Richardson

Exc:

Senate

Yeas: Bates, Devlin, Edwards, Girod, Hansell, Johnson, Monroe, Steiner Hayward, Thomsen, Winters

Nays: Whitsett

Exc:

Prepared By: Linda Ames and Laurie Byerly, Legislative Fiscal Office

Reviewed By: Daron Hill, Legislative Fiscal Office

Meeting Date: March 6, 2014

Agency

Various Agencies

Emergency Board

Biennium

2013-15

OREGON DEPARTMENT OF EDUCATION

Budget Summary⁽¹⁾

	2013-15 Legislatively Approved Level ⁽²⁾		2014 Committee Recommendation		Committee Change from 2013-15 Leg. Approved	
					\$ Change	% Change
<u>Emergency Board</u>						
General Fund - General Purpose	\$	30,000,000	\$	30,000,000	\$	- 0.0%
General Fund - Special Purpose Appropriations						
State employee compensation changes	\$	86,500,000	\$	-	\$	(86,500,000) -100.0%
Home health care worker compensation	\$	12,900,000	\$	-	\$	(12,900,000) -100.0%
Department of Education - student assessments	\$	4,600,000	\$	-	\$	(4,600,000) -100.0%
Department of Education - youth development	\$	1,789,557	\$	-	\$	(1,789,557) -100.0%
Housing & Community Services - various	\$	9,215,066	\$	-	\$	(9,215,066) -100.0%
Oregon Health Authority - A&D rate increases	\$	3,300,000	\$	-	\$	(3,300,000) -100.0%
Oregon Health Authority - dental pilots	\$	100,000	\$	-	\$	(100,000) -100.0%
Seniors	\$	26,000,000	\$	12,704,627	\$	(13,295,373) -51.1%
Oregon Health Authority/Department of Human Services - future costs	\$	-	\$	24,000,000	\$	24,000,000 0.0%
Oregon University System/Higher Ed Coordinating Commission - future costs	\$	-	\$	3,500,000	\$	3,500,000 0.0%
Judicial Department - operations	\$	-	\$	1,300,000	\$	1,300,000 0.0%
Judicial Department - debt collection costs	\$	-	\$	700,000	\$	700,000 0.0%
 <u>ADMINISTRATION PROGRAM AREA</u>						
<u>Department of Administrative Services</u>						
General Fund	\$	11,148,091	\$	11,914,443	\$	766,352 6.9%
Other Funds	\$	877,567,512	\$	907,312,584	\$	29,745,072 3.4%
<u>Oregon Advocacy Commissions Office</u>						
General Fund	\$	399,995	\$	425,525	\$	25,530 6.4%
<u>Employment Relations Board</u>						
General Fund	\$	1,894,849	\$	2,061,040	\$	166,191 8.8%
Other Funds	\$	1,901,273	\$	2,140,264	\$	238,991 12.6%
<u>Government Ethics Commission</u>						
Other Funds	\$	1,935,994	\$	1,976,802	\$	40,808 2.1%
<u>Office of the Governor</u>						
General Fund	\$	10,007,383	\$	11,401,846	\$	1,394,463 13.9%
Lottery Funds	\$	3,261,204	\$	3,376,215	\$	115,011 3.5%
Other Funds	\$	2,809,734	\$	2,910,655	\$	100,921 3.6%

OREGON DEPARTMENT OF EDUCATION

	2013-15 Legislatively Approved Level ⁽²⁾	2014 Committee Recommendation	Committee Change from 2013-15 Leg. Approved	
			\$\$ Change	% Change
<u>Oregon State Library</u>				
General Fund	\$ 1,591,908	\$ 1,629,976	\$ 38,068	2.4%
Other Funds	\$ 2,774,285	\$ 2,810,561	\$ 36,276	1.3%
Federal Funds	\$ 2,463,398	\$ 2,478,210	\$ 14,812	0.6%
<u>Oregon Liquor Control Commission</u>				
Other Funds	\$ 150,626,250	\$ 151,875,699	\$ 1,249,449	0.8%
<u>Public Employees Retirement System</u>				
Other Funds	\$ 84,002,344	\$ 88,153,980	\$ 4,151,636	4.9%
<u>Racing Commission</u>				
Other Funds	\$ 5,821,294	\$ 5,905,502	\$ 84,208	1.4%
<u>Department of Revenue</u>				
General Fund	\$ 165,191,130	\$ 166,641,759	\$ 1,450,629	0.9%
Other Funds	\$ 65,256,876	\$ 64,202,113	\$ (1,054,763)	-1.6%
<u>Secretary of State</u>				
General Fund	\$ 8,476,735	\$ 8,663,845	\$ 187,110	2.2%
Other Funds	\$ 48,895,140	\$ 50,265,885	\$ 1,370,745	2.8%
Federal Funds	\$ 7,710,474	\$ 5,045,103	\$ (2,665,371)	-34.6%
<u>Treasurer of State</u>				
Other Funds	\$ 45,149,748	\$ 46,683,387	\$ 1,533,639	3.4%
<u>CONSUMER AND BUSINESS SERVICES PROGRAM AREA</u>				
<u>Board of Accountancy</u>				
Other Funds	\$ 2,073,326	\$ 2,104,122	\$ 30,796	1.5%
<u>Board of Chiropractic Examiners</u>				
Other Funds	\$ 1,454,717	\$ 1,480,033	\$ 25,316	1.7%
<u>Construction Contractors Board</u>				
Other Funds	\$ 15,874,620	\$ 16,287,732	\$ 413,112	2.6%

OREGON DEPARTMENT OF EDUCATION

	2013-15 Legislatively Approved Level ⁽²⁾	2014 Committee Recommendation	Committee Change from 2013-15 Leg. Approved	
			\$\$ Change	% Change
<u>Department of Consumer and Business Services</u>				
Other Funds	\$ 210,350,105	\$ 215,686,144	\$ 5,336,039	2.5%
Federal Funds	\$ 984,288	\$ 5,636,901	\$ 4,652,613	472.7%
<u>Board of Licensed Professional Counselors and Therapists</u>				
Other Funds	\$ 1,096,822	\$ 1,128,319	\$ 31,497	2.9%
<u>Board of Dentistry</u>				
Other Funds	\$ 2,581,266	\$ 2,606,916	\$ 25,650	1.0%
<u>Oregon Health Licensing Agency</u>				
Other Funds	\$ 7,642,521	\$ 3,882,241	\$ (3,760,280)	-49.2%
<u>Health Related Licensing Boards</u>				
State Mortuary and Cemetery Board				
Other Funds	\$ 1,409,105	\$ 1,446,342	\$ 37,237	2.6%
Board of Naturopathic Medicine				
Other Funds	\$ 631,110	\$ 653,339	\$ 22,229	3.5%
Occupational Therapy Licensing Board				
Other Funds	\$ 367,857	\$ 380,132	\$ 12,275	3.3%
Board of Medical Imaging				
Other Funds	\$ 836,832	\$ 856,351	\$ 19,519	2.3%
State Board of Examiners for Speech-Language Pathology and Audiology				
Other Funds	\$ 529,895	\$ 544,232	\$ 14,337	2.7%
Oregon State Veterinary Medical Examining Board				
Other Funds	\$ 740,203	\$ 756,229	\$ 16,026	2.2%
<u>Bureau of Labor and Industries</u>				
General Fund	\$ 11,517,209	\$ 11,846,552	\$ 329,343	2.9%
Other Funds	\$ 9,871,681	\$ 10,550,519	\$ 678,838	6.9%
Federal Funds	\$ 1,495,043	\$ 1,683,613	\$ 188,570	12.6%
<u>Oregon Medical Board</u>				
Other Funds	\$ 10,453,997	\$ 10,729,843	\$ 275,846	2.6%
<u>Board of Nursing</u>				
Other Funds	\$ 14,196,228	\$ 14,493,701	\$ 297,473	2.1%

OREGON DEPARTMENT OF EDUCATION

	2013-15 Legislatively Approved Level ⁽²⁾	2014 Committee Recommendation	Committee Change from 2013-15 Leg. Approved	
			\$\$ Change	% Change
<u>Board of Pharmacy</u>				
Other Funds	\$ 5,783,198	\$ 5,957,609	\$ 174,411	3.0%
<u>Board of Psychologist Examiners</u>				
Other Funds	\$ 1,005,553	\$ 1,038,215	\$ 32,662	3.2%
<u>Public Utility Commission</u>				
Other Funds	\$ 40,049,729	\$ 40,901,178	\$ 851,449	2.1%
Federal Funds	\$ 2,444,367	\$ 2,474,000	\$ 29,633	1.2%
<u>Real Estate Agency</u>				
Other Funds	\$ 7,053,979	\$ 7,277,657	\$ 223,678	3.2%
<u>Board of Licensed Social Workers</u>				
Other Funds	\$ 1,350,215	\$ 1,395,325	\$ 45,110	3.3%
<u>Board of Tax Practitioners</u>				
Other Funds	\$ 1,157,125	\$ 1,183,845	\$ 26,720	2.3%
<u>ECONOMIC AND COMMUNITY DEVELOPMENT PROGRAM AREA</u>				
<u>Oregon Business Development Department</u>				
General Fund	\$ 8,250,274	\$ 8,371,867	\$ 121,593	1.5%
Lottery Funds	\$ 115,478,577	\$ 117,386,290	\$ 1,907,713	1.7%
Other Funds	\$ 67,638,351	\$ 77,605,374	\$ 9,967,023	14.7%
Federal Funds	\$ 38,781,008	\$ 38,841,307	\$ 60,299	0.2%
<u>Employment Department</u>				
Other Funds	\$ 120,522,794	\$ 127,704,596	\$ 7,181,802	6.0%
Federal Funds	\$ 159,967,135	\$ 168,973,715	\$ 9,006,580	5.6%
<u>Housing and Community Services Department</u>				
General Fund	\$ 8,593,855	\$ 19,401,247	\$ 10,807,392	125.8%
Other Funds	\$ 73,939,411	\$ 138,522,567	\$ 64,583,156	87.3%
Federal Funds	\$ 77,993,813	\$ 117,493,813	\$ 39,500,000	50.6%

OREGON DEPARTMENT OF EDUCATION

	2013-15 Legislatively Approved Level ⁽²⁾	2014 Committee Recommendation	Committee Change from 2013-15 Leg. Approved	
			\$\$ Change	% Change
<u>Department of Veterans' Affairs</u>				
General Fund	\$ 9,448,781	\$ 9,600,742	\$ 151,961	1.6%
Other Funds	\$ 43,788,902	\$ 50,400,107	\$ 6,611,205	15.1%
Federal Funds	\$ -	\$ 300,000	\$ 300,000	0.0%
 <u>EDUCATION PROGRAM AREA</u>				
<u>Department of Community Colleges and Workforce Development</u>				
General Fund	\$ 496,408,441	\$ 496,718,644	\$ 310,203	0.1%
Other Funds	\$ 115,912,543	\$ 116,212,901	\$ 300,358	0.3%
Federal Funds	\$ 107,203,669	\$ 107,441,253	\$ 237,584	0.2%
 <u>Department of Education</u>				
General Fund	\$ 436,954,079	\$ 453,469,907	\$ 16,515,828	3.8%
Other Funds	\$ 134,359,784	\$ 134,784,035	\$ 424,251	0.3%
Federal Funds	\$ 996,058,997	\$ 1,005,410,381	\$ 9,351,384	0.9%
 <u>State School Fund</u>				
Other Funds	\$ 400,826	\$ 3,936,407	\$ 3,535,581	882.1%
 <u>Higher Education Coordinating Commission</u>				
General Fund	\$ 3,111,497	\$ 2,903,360	\$ (208,137)	-6.7%
Other Funds	\$ 1,732,885	\$ 1,757,474	\$ 24,589	1.4%
Federal Funds	\$ 342,759	\$ 347,571	\$ 4,812	1.4%
 <u>Oregon Education Investment Board</u>				
General Fund	\$ 6,035,608	\$ 6,202,578	\$ 166,970	2.8%
 <u>Oregon Health and Science University</u>				
Other Funds	\$ 31,639,826	\$ 231,675,116	\$ 200,035,290	632.2%
 <u>Oregon Student Access Commission</u>				
General Fund	\$ 115,718,916	\$ 115,806,520	\$ 87,604	0.1%
Lottery Funds	\$ 246,223	\$ 2,546,223	\$ 2,300,000	934.1%
Other Funds	\$ 20,094,896	\$ 20,173,727	\$ 78,831	0.4%
 <u>Teachers Standards and Practices Commission</u>				
Other Funds	\$ 4,904,153	\$ 5,004,014	\$ 99,861	2.0%

OREGON DEPARTMENT OF EDUCATION

	2013-15 Legislatively Approved Level ⁽²⁾	2014 Committee Recommendation	Committee Change from 2013-15 Leg. Approved	
			\$\$ Change	% Change
<u>Oregon University System</u>				
General Fund	\$ 752,677,876	\$ 751,177,876	\$ (1,500,000)	-0.2%
<u>HUMAN SERVICES PROGRAM AREA</u>				
<u>Commission for the Blind</u>				
General Fund	\$ 1,522,942	\$ 1,598,027	\$ 75,085	4.9%
Other Funds	\$ 3,052,021	\$ 2,025,381	\$ (1,026,640)	-33.6%
Federal Funds	\$ 12,129,790	\$ 12,321,894	\$ 192,104	1.6%
<u>Oregon Health Authority</u>				
General Fund	\$ 1,972,206,670	\$ 1,959,774,729	\$ (12,431,941)	-0.6%
Lottery Funds	\$ 10,545,822	\$ 10,592,532	\$ 46,710	0.4%
Other Funds	\$ 3,771,761,551	\$ 3,814,407,180	\$ 42,645,629	1.1%
Federal Funds	\$ 7,485,009,093	\$ 8,632,707,613	\$ 1,147,698,520	15.3%
<u>Department of Human Services</u>				
General Fund	\$ 2,257,307,600	\$ 2,324,079,188	\$ 66,771,588	3.0%
Other Funds	\$ 474,879,587	\$ 501,842,250	\$ 26,962,663	5.7%
Federal Funds	\$ 6,338,409,362	\$ 6,463,843,621	\$ 125,434,259	2.0%
<u>Long Term Care Ombudsman</u>				
General Fund	\$ 2,705,620	\$ 3,784,880	\$ 1,079,260	39.9%
Other Funds	\$ 680,105	\$ 703,321	\$ 23,216	3.4%
<u>Psychiatric Security Review Board</u>				
General Fund	\$ 2,306,552	\$ 2,372,291	\$ 65,739	2.9%
Other Funds	\$ 103,725	\$ 110,734	\$ 7,009	6.8%
<u>JUDICIAL BRANCH</u>				
<u>Judicial Department</u>				
General Fund	\$ 394,466,850	\$ 400,423,412	\$ 5,956,562	1.5%
Other Funds	\$ 61,809,554	\$ 65,078,242	\$ 3,268,688	5.3%
Federal Funds	\$ 1,227,911	\$ 1,233,153	\$ 5,242	0.4%

OREGON DEPARTMENT OF EDUCATION

	2013-15 Legislatively Approved Level ⁽²⁾	2014 Committee Recommendation	Committee Change from 2013-15 Leg. Approved	
			\$\$ Change	% Change
<u>Commission on Judicial Fitness and Disability</u>				
General Fund	\$ 193,140	\$ 197,316	\$ 4,176	2.2%
<u>Public Defense Services Commission</u>				
General Fund	\$ 244,280,071	\$ 249,451,095	\$ 5,171,024	2.1%
Other Funds	\$ 4,467,042	\$ 4,474,644	\$ 7,602	0.2%
 <u>LEGISLATIVE BRANCH</u>				
<u>Legislative Administration Committee</u>				
General Fund	\$ 33,376,264	\$ 33,937,491	\$ 561,227	1.7%
Other Funds	\$ 37,920,316	\$ 37,929,526	\$ 9,210	0.0%
<u>Legislative Assembly</u>				
General Fund	\$ 38,039,318	\$ 38,204,763	\$ 165,445	0.4%
Other Funds	\$ 277,937	\$ 278,847	\$ 910	0.3%
<u>Commission on Indian Services</u>				
General Fund	\$ 444,063	\$ 450,369	\$ 6,306	1.4%
<u>Legislative Counsel</u>				
General Fund	\$ 9,784,658	\$ 9,952,041	\$ 167,383	1.7%
Other Funds	\$ 1,658,313	\$ 1,681,068	\$ 22,755	1.4%
<u>Legislative Fiscal Office</u>				
General Fund	\$ 3,610,997	\$ 3,558,397	\$ (52,600)	-1.5%
Other Funds	\$ 3,000,000	\$ 3,179,547	\$ 179,547	6.0%
<u>Legislative Revenue Office</u>				
General Fund	\$ 2,711,399	\$ 2,769,184	\$ 57,785	2.1%
 <u>NATURAL RESOURCES PROGRAM AREA</u>				
<u>Department of Agriculture</u>				
General Fund	\$ 18,720,616	\$ 19,460,351	\$ 739,735	4.0%
Lottery Funds	\$ 6,333,815	\$ 6,473,272	\$ 139,457	2.2%
Other Funds	\$ 53,980,931	\$ 55,589,067	\$ 1,608,136	3.0%
Federal Funds	\$ 15,168,522	\$ 15,320,730	\$ 152,208	1.0%

OREGON DEPARTMENT OF EDUCATION

	2013-15 Legislatively Approved Level ⁽²⁾	2014 Committee Recommendation	Committee Change from 2013-15 Leg. Approved	
			\$\$ Change	% Change
<u>Columbia River Gorge Commission</u>				
General Fund	\$ 873,180	\$ 891,000	\$ 17,820	2.0%
<u>Department of Environmental Quality</u>				
General Fund	\$ 29,936,112	\$ 30,961,259	\$ 1,025,147	3.4%
Lottery Funds	\$ 3,824,782	\$ 3,873,265	\$ 48,483	1.3%
Other Funds	\$ 139,956,679	\$ 142,862,396	\$ 2,905,717	2.1%
Federal Funds	\$ 27,563,182	\$ 28,010,107	\$ 446,925	1.6%
<u>Department of Energy</u>				
Other Funds	\$ 49,447,398	\$ 50,489,645	\$ 1,042,247	2.1%
Federal Funds	\$ 2,939,208	\$ 2,977,118	\$ 37,910	1.3%
<u>Department of Fish and Wildlife</u>				
General Fund	\$ 17,157,413	\$ 17,704,434	\$ 547,021	3.2%
Lottery Funds	\$ 4,767,766	\$ 4,921,716	\$ 153,950	3.2%
Other Funds	\$ 182,247,358	\$ 185,369,107	\$ 3,121,749	1.7%
Federal Funds	\$ 131,933,605	\$ 134,778,425	\$ 2,844,820	2.2%
<u>State Forestry Department</u>				
General Fund	\$ 56,437,263	\$ 97,836,604	\$ 41,399,341	73.4%
Other Funds	\$ 339,657,186	\$ 343,086,494	\$ 3,429,308	1.0%
Federal Funds	\$ 33,853,011	\$ 34,108,167	\$ 255,156	0.8%
<u>Department of Geology and Mineral Industries</u>				
General Fund	\$ 2,505,043	\$ 2,582,015	\$ 76,972	3.1%
Other Funds	\$ 7,835,292	\$ 7,955,725	\$ 120,433	1.5%
Federal Funds	\$ 4,303,586	\$ 4,429,263	\$ 125,677	2.9%
<u>Department of Land Conservation and Development</u>				
General Fund	\$ 12,330,059	\$ 12,667,032	\$ 336,973	2.7%
Other Funds	\$ 947,584	\$ 960,315	\$ 12,731	1.3%
Federal Funds	\$ 5,891,950	\$ 6,014,070	\$ 122,120	2.1%
<u>Land Use Board of Appeals</u>				
General Fund	\$ 1,517,044	\$ 1,573,758	\$ 56,714	3.7%
Other Funds	\$ 84,328	\$ 87,401	\$ 3,073	3.6%

OREGON DEPARTMENT OF EDUCATION

	2013-15 Legislatively Approved Level ⁽²⁾	2014 Committee Recommendation	Committee Change from 2013-15 Leg. Approved	
			\$\$ Change	% Change
<u>Department of State Lands</u>				
Other Funds	\$ 29,740,188	\$ 30,563,139	\$ 822,951	2.8%
Federal Funds	\$ 1,831,671	\$ 2,881,911	\$ 1,050,240	57.3%
<u>State Marine Board</u>				
Other Funds	\$ 25,981,329	\$ 26,214,465	\$ 233,136	0.9%
Federal Funds	\$ 7,443,149	\$ 7,450,387	\$ 7,238	0.1%
<u>Parks and Recreation Department</u>				
Lottery Funds	\$ 84,614,432	\$ 85,843,436	\$ 1,229,004	1.5%
Other Funds	\$ 111,999,304	\$ 113,690,281	\$ 1,690,977	1.5%
Federal Funds	\$ 11,819,364	\$ 11,858,367	\$ 39,003	0.3%
<u>Water Resources Department</u>				
General Fund	\$ 26,504,946	\$ 27,284,614	\$ 779,668	2.9%
Other Funds	\$ 34,547,011	\$ 34,736,737	\$ 189,726	0.5%
Federal Funds	\$ 1,272,735	\$ 1,275,264	\$ 2,529	0.2%
<u>Oregon Watershed Enhancement Board</u>				
Lottery Funds	\$ 58,109,189	\$ 58,227,336	\$ 118,147	0.2%
Other Funds	\$ 1,849,375	\$ 1,852,224	\$ 2,849	0.2%
Federal Funds	\$ 32,732,090	\$ 32,817,029	\$ 84,939	0.3%
<u>PUBLIC SAFETY PROGRAM</u>				
<u>AREA</u>				
<u>Department of Corrections</u>				
General Fund	\$ 1,396,990,504	\$ 1,448,294,183	\$ 51,303,679	3.7%
Other Funds	\$ 39,599,876	\$ 39,926,693	\$ 326,817	0.8%
<u>Oregon Criminal Justice Commission</u>				
General Fund	\$ 23,745,288	\$ 23,851,046	\$ 105,758	0.4%
Other Funds	\$ 483,422	\$ 479,680	\$ (3,742)	-0.8%
Federal Funds	\$ 7,135,487	\$ 7,163,318	\$ 27,831	0.4%
<u>District Attorneys and Their Deputies</u>				
General Fund	\$ 10,239,592	\$ 10,849,009	\$ 609,417	6.0%

OREGON DEPARTMENT OF EDUCATION

	2013-15 Legislatively Approved Level ⁽²⁾	2014 Committee Recommendation	Committee Change from 2013-15 Leg. Approved	
			\$\$ Change	% Change
<u>Department of Justice</u>				
General Fund	\$ 64,380,931	\$ 66,289,084	\$ 1,908,153	3.0%
Other Funds	\$ 259,697,319	\$ 265,469,616	\$ 5,772,297	2.2%
Federal Funds	\$ 142,235,349	\$ 144,356,473	\$ 2,121,124	1.5%
<u>Oregon Military Department</u>				
General Fund	\$ 20,783,532	\$ 21,863,993	\$ 1,080,461	5.2%
Other Funds	\$ 111,646,205	\$ 113,902,017	\$ 2,255,812	2.0%
Federal Funds	\$ 284,930,096	\$ 287,230,606	\$ 2,300,510	0.8%
<u>Board of Parole and Post-Prison Supervision</u>				
General Fund	\$ 4,063,865	\$ 4,189,720	\$ 125,855	3.1%
<u>Department of State Police</u>				
General Fund	\$ 232,126,436	\$ 240,590,265	\$ 8,463,829	3.6%
Lottery Funds	\$ 6,914,543	\$ 7,166,858	\$ 252,315	3.6%
Other Funds	\$ 91,213,655	\$ 93,291,730	\$ 2,078,075	2.3%
Federal Funds	\$ 9,411,098	\$ 9,446,084	\$ 34,986	0.4%
<u>Department of Public Safety Standards and Training</u>				
Other Funds	\$ 34,859,020	\$ 35,668,666	\$ 809,646	2.3%
<u>Oregon Youth Authority</u>				
General Fund	\$ 269,052,312	\$ 275,662,044	\$ 6,609,732	2.5%
Other Funds	\$ 19,508,582	\$ 19,553,725	\$ 45,143	0.2%
Federal Funds	\$ 34,496,051	\$ 34,680,918	\$ 184,867	0.5%
<u>TRANSPORTATION PROGRAM AREA</u>				
<u>Department of Aviation</u>				
Other Funds	\$ 6,202,750	\$ 6,297,654	\$ 94,904	1.5%
Federal Funds	\$ 4,769,741	\$ 4,778,379	\$ 8,638	0.2%
<u>Department of Transportation</u>				
General Fund	\$ 2,060,000	\$ 6,060,000	\$ 4,000,000	194.2%
Other Funds	\$ 3,813,954,090	\$ 3,837,855,561	\$ 23,901,471	0.6%
Federal Funds	\$ 119,483,481	\$ 119,553,108	\$ 69,627	0.1%

OREGON DEPARTMENT OF EDUCATION

2013-15 Legislatively Approved Level ⁽²⁾	2014 Committee Recommendation	Committee Change from 2013-15 Leg. Approved	
		\$\$ Change	% Change

2013-15 Budget Summary

General Fund Total	\$	115,394,418
Lottery Funds Total	\$	6,310,790
Other Funds Total	\$	457,732,914
Federal Funds Total	\$	1,343,927,389

(1) Excludes Capital Construction

(2) Includes approved expenditures through November 2013 and administrative actions

OREGON DEPARTMENT OF EDUCATION

<u>Position Summary</u>	<u>2013-15 Legislatively Approved Level</u>	<u>2014 Committee Recommendation</u>	<u>Committee Change from 2013-15 Leg. Approved</u>	
			<u>Change</u>	<u>% Change</u>
<u>Department of Administrative Services</u>				
Authorized Positions	790	806	16	2.0%
Full-time Equivalent (FTE) positions	784.68	792.40	7.72	1.0%
<u>Oregon Liquor Control Commission</u>				
Authorized Positions	233	230	(3)	-1.3%
Full-time Equivalent (FTE) positions	227.63	225.13	(2.50)	-1.1%
<u>Department of Revenue</u>				
Authorized Positions	1,081	1,074	(7)	-0.6%
Full-time Equivalent (FTE) positions	1,024.49	1,016.66	(7.83)	-0.8%
<u>Construction Contractors Board</u>				
Authorized Positions	75	75	-	0.0%
Full-time Equivalent (FTE) positions	75.00	74.50	(0.50)	-0.7%
<u>Department of Consumer and Business Services</u>				
Authorized Positions	927	918	(9)	-1.0%
Full-time Equivalent (FTE) positions	919.97	911.97	(8.00)	-0.9%
<u>Oregon Health Licensing Agency</u>				
Authorized Positions	35	35	-	0.0%
Full-time Equivalent (FTE) positions	35.00	17.50	(17.50)	-50.0%
<u>Bureau of Labor and Industries</u>				
Authorized Positions	100	101	1	1.0%
Full-time Equivalent (FTE) positions	98.50	98.38	(0.12)	-0.1%
<u>Oregon Medical Board</u>				
Authorized Positions	40	39	(1)	-2.5%
Full-time Equivalent (FTE) positions	38.79	38.33	(0.46)	-1.2%
<u>Public Utility Commission</u>				
Authorized Positions	131	130	(1)	-0.8%
Full-time Equivalent (FTE) positions	128.25	127.25	(1.00)	-0.8%
<u>Real Estate Agency</u>				
Authorized Positions	30	29	(1)	-3.3%
Full-time Equivalent (FTE) positions	30.00	29.50	(0.50)	-1.7%

OREGON DEPARTMENT OF EDUCATION

	<u>2013-15 Legislatively Approved Level</u>	<u>2014 Committee Recommendation</u>	<u>Committee Change from 2013-15 Leg. Approved Change</u>	<u>% Change</u>
<u>Department of Community Colleges and Workforce Development</u>				
Authorized Positions	59	58	(1)	-1.7%
Full-time Equivalent (FTE) positions	58.70	57.70	(1.00)	-1.7%
<u>Department of Education</u>				
Authorized Positions	509	519	10	2.0%
Full-time Equivalent (FTE) positions	480.03	485.39	5.36	1.1%
<u>Employment Department</u>				
Authorized Positions	1,345	1,347	2	0.1%
Full-time Equivalent (FTE) positions	1,287.03	1,286.63	(0.40)	0.0%
<u>Housing and Community Services Department</u>				
Authorized Positions	169	169	-	0.0%
Full-time Equivalent (FTE) positions	77.59	150.33	72.74	93.7%
<u>Department of Veterans' Affairs</u>				
Authorized Positions	82	83	1	1.2%
Full-time Equivalent (FTE) positions	81.20	82.13	0.93	1.1%
<u>Commission for the Blind</u>				
Authorized Positions	51	51	-	0.0%
Full-time Equivalent (FTE) positions	47.73	46.98	(0.75)	-1.6%
<u>Oregon Health Authority</u>				
Authorized Positions	4,482	4,521	39	0.9%
Full-time Equivalent (FTE) positions	4,119.23	4,139.97	20.74	0.5%
<u>Department of Human Services</u>				
Authorized Positions	7,630	7,631	1	0.0%
Full-time Equivalent (FTE) positions	7,480.61	7,477.12	(3.49)	0.0%
<u>Long Term Care Ombudsman</u>				
Authorized Positions	19	24	5	26.3%
Full-time Equivalent (FTE) positions	14.56	16.81	2.25	15.5%
<u>Department of Agriculture</u>				
Authorized Positions	477	480	3	0.6%
Full-time Equivalent (FTE) positions	351.17	352.92	1.75	0.5%

OREGON DEPARTMENT OF EDUCATION

	<u>2013-15 Legislatively Approved Level</u>	<u>2014 Committee Recommendation</u>	<u>Committee Change from 2013-15 Leg. Approved Change</u>	<u>% Change</u>
<u>Department of Energy</u>				
Authorized Positions	115	114	(1)	-0.9%
Full-time Equivalent (FTE) positions	114.02	112.81	(1.21)	-1.1%
<u>Department of Environmental Quality</u>				
Authorized Positions	719	720	1	0.1%
Full-time Equivalent (FTE) positions	706.33	704.87	(1.46)	-0.2%
<u>Department of Fish and Wildlife</u>				
Authorized Positions	1,523	1,520	(3)	-0.2%
Full-time Equivalent (FTE) positions	1,262.41	1,258.99	(3.42)	-0.3%
<u>Department of Land Conservation and Development</u>				
Authorized Positions	61	60	(1)	-1.6%
Full-time Equivalent (FTE) positions	58.06	57.31	(0.75)	-1.3%
<u>Water Resources Department</u>				
Authorized Positions	157	157	-	0.0%
Full-time Equivalent (FTE) positions	154.80	154.55	(0.25)	-0.2%
<u>Department of Corrections</u>				
Authorized Positions	4,490	4,488	(2)	0.0%
Full-time Equivalent (FTE) positions	4,443.68	4,441.68	(2.00)	0.0%
<u>Department of Justice</u>				
Authorized Positions	1,282	1,285	3	0.2%
Full-time Equivalent (FTE) positions	1,265.25	1,266.83	1.58	0.1%
<u>Oregon Military Department</u>				
Authorized Positions	523	522	(1)	-0.2%
Full-time Equivalent (FTE) positions	478.01	477.51	(0.50)	-0.1%
<u>Department of State Police</u>				
Authorized Positions	1,260	1,259	(1)	-0.1%
Full-time Equivalent (FTE) positions	1,247.13	1,245.63	(1.50)	-0.1%
<u>Oregon Youth Authority</u>				
Authorized Positions	1,030	1,025	(5)	-0.5%
Full-time Equivalent (FTE) positions	992.58	989.79	(2.79)	-0.3%

Summary of Revenue Changes

The General Fund appropriations made in the bill are within resources available as projected in the February 2014 economic and revenue forecast by the Department of Administrative Services Office of Economic Analysis, supplemented by one-time savings identified in several agencies, as well as a transfer from Secretary of State's Corporate Division as authorized in House Bill 4157.

Summary of Capital Construction Subcommittee Action

House Bill 5201 is the omnibus budget reconciliation bill for the 2014 legislative session, implementing the statewide rebalance plan that addresses changes in projected revenues and expenditures since the close of the 2013 session. The Subcommittee approved House Bill 5201 with amendments to reflect budget adjustments as described below.

Statewide Adjustments

EMPLOYEE COMPENSATION DISTRIBUTION

The Subcommittee approved allocating \$86.5 million General Fund to state agencies for employee compensation. This amount is 100% of the General Fund special purpose appropriation to the Emergency Board, made by House Bill 5008 (2013) for employee compensation. Also approved were associated expenditure limitation increases of \$2.6 million Lottery Funds, \$84.7 million Other Funds, and \$44.2 million Federal Funds. The General Fund component is expected to cover about 90% of the statewide estimate of costs for compensation and benefit changes agreed to through collective bargaining or other salary agreements. Lottery Funds, Other Funds, and Federal Funds expenditure limitations are calculated at the full cost estimate level.

Section 105 of the budget bill reflects the employee compensation amounts approved for each agency; adjustments for agencies are not addressed in the agency narratives, although they are included in the table at the beginning of the budget report.

2% HOLDBACK

House Bill 5008 (2013) included a 2% supplemental ending balance holdback that was primarily applied to General Fund, and excluded debt service as well as selected programs. Agencies' 2013-15 legislatively adopted budgets were reduced by these amounts. With the current statewide economic conditions and revenue forecast, these budget reductions are being partially restored. Generally, 25% of the holdback is being restored to each affected agency, although there are a number of exceptions. Restorations include a total of \$68.3 million General Fund and \$0.3 million Lottery Funds. Section 104 of the budget bill reflects the restoration amounts for each agency. More detail is available in the narrative for each affected agency; agencies without General Fund or Lottery Funds in their budgets were not affected.

PACKAGE 091

Package 091 Statewide Administrative Savings is another 2013-15 adjustment affecting most agency budgets and captured in agency budget bills. The 2013 Legislature approved this package of \$62.0 million total funds in permanent reductions as a placeholder for administrative efficiencies.

The placeholder, which carried forward from the Governor's budget, was simply a pro rata calculation across personal services and services and supplies expenditures in administrative budget structures. The Department of Administrative Services (DAS) committed to work out reduction details with agencies and report to the Joint Committee on Ways and Means during the 2014 session. The areas targeted for reduction were finance, information technology, human resources, accounting, payroll, and procurement expenditures.

The legislative expectation was that DAS would present a statewide plan identifying specific efficiencies and realigning placeholder reductions, if needed. However, DAS did not come forward with a plan, but instead reported that efforts to realize the savings in Package 091 met with unexpected challenges. These include actual savings taking longer than one biennium to materialize and some ideas requiring up front investments that would offset any near term savings. Since DAS failed to deliver a plan, the Legislative Fiscal Office worked with state agencies and their DAS budget analysts to replace placeholders with specific reduction actions. For some agencies, the updated Package 091 will deviate from placeholder expenditure categories or appropriations; these changes are described in the individual agency narratives. Agency narratives, where applicable, will also identify position count and full-time equivalent (FTE) decreases.

Emergency Board

The Emergency Board allocates General Fund and provides Lottery Funds, Other Funds, and Federal Funds expenditure limitation to state agencies for unanticipated needs in approved agency budgets when the Legislature is not in session. As part of the 2013-15 biennium statewide rebalance plan, House Bill 5201 adjusts the Emergency Board's special purpose appropriations as described below:

- Eliminates a special purpose appropriation for state agencies of \$86.5 million, with corresponding General Fund appropriations to various state agencies for state employee compensation changes.
- Eliminates a special purpose appropriation for state agencies of \$12.9 million, with corresponding General Fund appropriations to the Department of Human Services (\$11,038,678) and the Oregon Health Authority (\$1,861,322) for compensation changes for home health care workers who are not state employees.
- Eliminates a special purpose appropriation for the Oregon Department of Education (ODE) of \$4.6 million, with a General Fund appropriation of \$4.4 million to ODE for assessments including those assessments required under the federal Elementary and Secondary Act and linked to Common Core Standards.
- Eliminates a special purpose appropriation for the Oregon Department of Education (ODE) of \$1,789,557, with a corresponding General Fund appropriation to the ODE for program funding for the second year of the biennium for youth development grants, performance-based contracts, and services at the local level.
- Eliminates multiple special purpose appropriations for the Housing and Community Services Department totaling \$9,215,066, with a General Fund appropriation of \$8,540,066 to the Housing and Community Services Department for second year operations, and an appropriation of \$225,000 to the agency for one-time supplemental funding to the Oregon Hunger Response Fund for fiscal year 2014.
- Eliminates a special purpose appropriation for the Oregon Health Authority of \$3.3 million, with a General Fund appropriation of \$2,942,895 to the Oregon Health Authority for adult residential rate increases within the alcohol and drug system.

OREGON DEPARTMENT OF EDUCATION

- Eliminates a special purpose appropriation for the Oregon Health Authority of \$100,000, with a corresponding General Fund appropriation to the Oregon Health Authority for staffing needs related to the Dental Pilot Projects.
- Reduces the special purpose appropriation of \$26 million for seniors made by House Bill 5101 (2013 Special Session) to appropriate \$13,295,373 General Fund to programs benefitting seniors in multiple agencies, but primarily in the Department of Human Services.
- Establishes a \$24 million special purpose appropriation for the Oregon Health Authority or the Department of Human Services for caseload costs or other budget challenges that the agencies are unable to mitigate.
- Establishes a \$3.5 million special purpose appropriation to be allocated for future costs associated with higher education governance changes; including costs incurred by the Higher Education Coordinating Commission as duties and responsibilities are transferred from the Chancellor's Office to the Commission and for impacts on the budgets of the four technical and regional universities.
- Establishes a \$1.3 million special purpose appropriation to be allocated to the Judicial Department for Operations support. The Department may request funds to finance one-time operations investments and service increases.
- Establishes a \$700,000 special purpose appropriation to be allocated to the Judicial Department for third-party debt collection costs.

If remaining special purpose appropriations are not allocated by the Emergency Board before December 1, 2014, any remaining funds become available to the Emergency Board for general purposes.

The Subcommittee established a reservation within the general purpose Emergency Fund of \$350,000 for the Board of Parole and Post-Prison Supervision (BPPPS) for replacement of the Parole Board Management Information System (PBMIS). Allocation of the reservation is contingent upon the Board providing a project budget, project plan, and periodic status reports. BPPPS may request allocation of the reservation from the Emergency Board after the Legislative Fiscal Office approves the project budget and project plan.

A reservation was also established within the general purpose Emergency Fund of \$3.5 million for the Statewide Longitudinal Data System proposed by the Oregon Education Investment Board (OEIB), Oregon Department of Education (ODE), and the Higher Education Coordinating Commission (HECC). Prior to the release of this reservation, the agencies must meet the requirements of the budget note included in this bill for OEIB relating to completing a refined business case, development of a comprehensive set of foundational project management documents, and completion of an assessment of the foundational project management documents and a project risk assessment by an independent Quality Assurance contractor.

Adjustments to Agency Budgets

ADMINISTRATION

Department of Administrative Services

The Subcommittee approved an \$8,644,690 Other Funds expenditure limitation increase for Enterprise Technology Services (ETS) to begin a \$40 million technology equipment lifecycle replacement plan. Due to continued use of equipment past its useful life, the state is now experiencing unacceptable levels of technology service outages that impact state government operations. DAS estimates there is now more than \$40 million

worth of equipment and infrastructure past the 5 year useful life. DAS will enter into lease-to-own agreements to finance the equipment replacement. Existing ETS rates are estimated to be sufficient to generate enough revenue to pay the \$8,644,690 Other Funds needed for leases-to-own agreements that will be entered into this biennium. Use of this additional revenue will likely preclude DAS from lowering ETS rates mid-biennium as was being contemplated by the ETS Customer Utility Board. Use of existing rate revenue will avoid costs associated with borrowing the money internally, as was initially recommended by the Department. The \$8,644,690 Other Funds increase for 2013-15 rolls-up to \$18,743,503 in 2015-17 for the second phase of the equipment replacement plan. DAS plans to incorporate a depreciation factor in future ETS rates, which will allow the state to accommodate lifecycle replacement costs on an ongoing basis. The Subcommittee also approved a \$5,121,497 Other Funds expenditure limitation increase and the establishment of 19 positions (10.22 FTE) for ETS to meet the increasing demand for technology services from state and local governments, including implementation of IT projects approved in 2013-15 adopted budgets.

The Subcommittee adopted the following budget note to ensure proper oversight of state information technology assets and projects:

Budget Note:

The Oregon Department of Administrative Services (DAS), working with the State CIO, shall produce a comprehensive inventory report of all current information technology (IT) assets as required under current law with a special emphasis on the planned replacement or modernization status of information systems in use by all executive branch agencies. This inventory report shall include, but not be limited to:

- Agency name, Information System (Application) name, Agency Program owner, and business purpose of the Information System
- Age, Date of last upgrade, and planned changes/enhancements/retirement for the Information System (Application) in the future

In addition, DAS and the State CIO shall produce a comprehensive report of all IT projects underway in the 2013-15 biennium or planned for the 2015-17 biennium. The IT project report shall include, but not be limited to:

- Agency name, project title/name, project description, estimated budget (for all biennia), estimated start and completion date.

Both the IT inventory and project reports shall include:

- A narrative explanation of the methods, assumptions and tools used and any challenges DAS or the State CIO faced in collecting IT asset and/or IT project information;
- A narrative description of any statutory, rule or policy changes or resource allocations DAS or the State CIO believes are necessary to support continued or better IT asset inventory and/or IT project reporting.

The State CIO shall include a narrative section focused on planned statewide information systems modernization as well as the IT inventory and project reports outlined above, in the appendix of the State Information Technology and Telecommunications Plan (changed to Enterprise Information Resources Management Strategy in HB 4135) the State CIO is required to develop and update each biennium under ORS 291.039.

OREGON DEPARTMENT OF EDUCATION

The IT inventory and project reports and a status report on the completion of the State IT and Telecommunications plan (changed to Enterprise Information Resources Management Strategy in HB 4135) shall be presented to the Joint Committee on Legislative Audits, Information Management and Technology and the General Government Subcommittee of the Emergency Board or the interim Joint Committee on Ways and Means before the start of the 2015 session. The State IT and Telecommunications Plan (changed to Enterprise Information Resources Management Strategy in HB 4135) shall be presented to the General Government Subcommittee of the Joint Committee on Ways and Means and other appropriate committees during the 2015 session.

The Subcommittee approved a \$700,000 Other Funds expenditure limitation for the Chief Operating Office for two special projects that cross multiple agencies or require some independence. The first such project is a \$350,000 limitation increase to purchase a statewide license for the Agora software program to be used by multiple state agencies. Agora offers tools to link economic and community development projects with project funders. The second special project involves the expenditure of \$350,000 Other Funds to examine the Cover Oregon Website Project. At the request of the Governor, DAS contracted with First Data Government Solutions through the Enterprise Initiatives Master Price Agreement. First Data Government Solutions will complete a third party assessment of the Cover Oregon Website Project. Funding for the contract will be transferred from the Oregon Health Authority and Cover Oregon to pay the cost of this assessment and any applicable legal fees

The Subcommittee approved a \$1,220,548 Other Funds expenditure limitation increase for Enterprise Asset Management (EAM) for the state motor pool. A \$1,047,548 Other Funds increase is for the purchase of 47 new vehicles and for fuel and maintenance of these vehicles. The Subcommittee also increased the Other Funds expenditure limitation for EAM by \$173,000 to accommodate the transfer of an auto mechanic position from the Oregon Department of Transportation to the state motor pool to consolidate light fleet maintenance in the Salem area.

House Bill 5201 includes one-time General Fund appropriations to the Department of Administrative Services for the following purposes:

- \$345,000 for disbursement to the SW Oregon Assessment and Taxation Coalition involving the assessors of Coos, Curry, Douglas, Jackson, Josephine, Klamath, and Lane counties for a pilot project to form partnerships for the delivery of taxation and assessment services, to seek ways to deliver these services more efficiently.
- \$200,000 for disbursement to Oregon Health and Science University Office of Rural Health for the Primary Health Care Loan Forgiveness Program.
- \$100,000 for disbursement to the City of Forest Grove for initial planning costs associated with construction of a community center facility. The building could potentially house city hall, city offices, and a police station.
- \$80,000 for disbursement to Sustainable Northwest for completion of a Western Juniper utilization and marketing project.
- \$20,000 for disbursement to the Medford Senior Center for their Senior Nutrition Program.

The Subcommittee added \$9,033,609 Other Funds expenditure limitation for one-time cost of issuance and special payments associated with the disbursement of proceeds from Lottery Bond sales; projects are detailed below and approved in in Senate Bill 5703. There is no debt service allocated in the 2013-15 biennium, as the bonds will not be sold until the spring of 2015. Debt service for 2015-17 is estimated at a total of \$1,640,046 Lottery Funds: \$588,086 for the Port of Morrow Community Revitalization Revolving Loan Fund; \$270,707 for the Stayton

OREGON DEPARTMENT OF EDUCATION

Stormwater project; \$176,765 for the Beaverton Community Health Collaborative project; \$176,765 for the Mid-Columbia Medical Center; and \$427,723 for the Cornelius Library matching fund project.

- \$2,958,304 Other Funds for disbursement to the Port of Morrow for a Community Revitalization Revolving Loan Fund that would be available to Malheur, Harney, Grant, Baker, Union, Wallowa, Umatilla, Morrow, Gilliam, Sherman, and Wheeler counties for energy conservation, renewable energy, and general business development projects.
- \$2,451,194 Other Funds for disbursement to the City of Cornelius for a new public library with the stipulation that the City of Cornelius secures matching funds and commitments of no less than \$10.4 million by the end of the 2013-15 biennium, prior to the distribution of the lottery revenue bond proceeds for the project.
- \$1,544,053 Other Funds for disbursement to the City of Stayton to purchase property and develop a storm water detention facility in Stayton. The facility is expected to improve water quality for downstream agricultural users and manage peak storm flows into the Salem Ditch and Mill Creek.
- \$1,040,029 Other Funds for disbursement to the Mid-Columbia Medical Center to support capital construction projects to expand or improve the medical center.
- \$1,040,029 Other Funds for disbursement to the Beaverton Community Health Collaborative for the construction of a multi-service health and wellness facility.

The Subcommittee accepted technical adjustments to the revenue reductions assumed in the Department 2013-15 legislatively adopted budget by increasing the assumed Other Funds revenue by \$1.5 million for the Chief Operating Office, \$1.8 million for Enterprise Human Resource Services, and \$437,180 for the Chief Information Office. In addition, the Subcommittee approved another technical adjustment to move a limited duration position to Enterprise Technology Services from the Chief Information Office where it was added by error in the legislatively adopted budget.

The Subcommittee approved and updated Package 091 Statewide Administrative Savings, eliminating 2 Custodian positions (2.00 FTE) and one Production Supervisor position (1.00 FTE). Because some of the administrative reductions were not achievable, particularly the \$5,771,223 Other Funds in Enterprise Technology Services (ETS), Other Funds reductions were taken in the Chief Information Office (\$3,515,338) to eliminate empty Other Funds expenditure limitation and Enterprise Asset Management (\$130,906) to eliminate the two custodian positions. These reductions allowed restorations of \$3,183,353 Other Funds in ETS and \$462,891 Other Funds in Enterprise Human Resource Services. The Subcommittee also approved the standard 25% restoration rate for the supplemental ending balance reductions, which resulted in the restoration of \$13,953 General Fund.

Oregon Advocacy Commissions Office

The Subcommittee approved a restoration of \$8,301 General Fund for the 2% supplemental ending balance holdback that was included in the agency's original legislatively adopted budget for 2013-15. The restoration fully restores the original holdback reduction.

The Subcommittee approved an updated Package 091 Statewide Administrative Savings. A portion of the agency's reduction to personal services was moved to services and supplies.

Employment Relations Board

The Subcommittee increased the agency's General Fund appropriation by \$116,236 and Other Funds expenditure limitation by \$148,020 to fund employee pay differentials, unemployment benefits, payment of accrued employee vacation time, a temporary double-fill of an administrative law judge position, and mediator travel expenses. The source of Other Funds is from the agency's state agency assessment ending balance (\$87,998) and fee revenue balance (\$60,022). Projected fee revenue is higher than anticipated in the agency's legislatively adopted budget for 2013-15. With the exception of the employee pay differentials and mediator travel expense, the remaining items are considered one-time increases and are not to carry forward into the 2015-17 biennium.

With this General Fund appropriation, the agency did not require a restoration of its 2% ending balance holdback.

The Subcommittee approved an updated Package 091 Statewide Administrative Savings. A portion of the agency's reduction to personal services was moved to services and supplies. The reduction to services and supplies now totals \$7,162 and will come from savings achieved by a renegotiated facilities rental agreement.

An adjustment was made related to the agency's compensation plan that moved \$11,645 of Other Funds expenditure limitation from the Employment Relations Board Administrative Account (i.e., state agency assessments) to expenditures supported by fee revenue.

Government Ethics Commission

The Subcommittee approved an updated Package 091 Statewide Administrative Savings. A portion of the agency's reduction to personal services was moved to services and supplies.

Office of the Governor

The Subcommittee approved a restoration of \$51,520 of the 2% supplemental ending balance holdback that was included in the agency's original legislatively adopted budget for 2013-15. That represents 25% of the initial holdback.

The Subcommittee appropriated \$1,080,000 General Fund for the Public Infrastructure Commission and the West Coast Infrastructure Exchange. The governor's Office may transfer some, or all, of the funds to the State Treasurer for the implementation of House Bill 4111.

Oregon State Library

Of the agency's original \$32,951 supplemental ending balance holdback reduction, the agency has achieved savings of \$14,335 General Fund by reducing Fiscal Year 2014 Ready-to-Read grants. The remainder of the holdback, \$18,616, was restored by the Subcommittee to be used for Fiscal Year 2015 Ready-to-Read grants. The restoration represents 57 % of the initial holdback.

The Subcommittee approved an updated Package 091 Statewide Administrative Savings. The agency's personal services budget was reduced by \$5,956 General Fund and \$20,209 Other Funds by reducing pay differentials. The remaining personal services reduction was moved to services and supplies.

The Subcommittee adopted the following budget note related to the reorganization of the State Library.

Budget Note:

The Co-Chairs of the Joint Committee on Ways and Means will establish a workgroup to build upon previous State Library reorganization efforts, including the 2012 Joint Committee on Ways and Means report on the consolidation and improvement of library and archives services as well as subsequent proposals this biennium. The purpose of the workgroup is to modernize the delivery of state library services by improving access to public information, eliminating duplicative services and costs, increasing utilization of digital resources, and increasing collaborative partnerships across entities.

The workgroup shall recommend draft legislation for introduction in the 2015 legislative session for the reorganization of state library services, which should, where possible, incorporate national best practices pertaining to library reorganizations.

The workgroup will include Legislative members, and other members chosen to represent the interests of state library service users and employees.

It is the Co-Chairs' expectation that the workgroup will be staffed by the Legislative Fiscal Office with assistance from the State Librarian, State Archivist, State Law Librarian, Department of Administrative Services – Project Management Office, the Department of Administrative Services – Chief Financial Office, and Legislative Committee Services. Staff of the Oregon Historical Society is also invited to participate as staff to the workgroup.

Oregon Liquor Control Commission

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, eliminating a total of three positions (2.50 FTE), and making shifts between personal services and services and supplies in various agency programs. As approved, Package 091 now consists of the following elements:

- Personal services reductions totaling \$50,048 and 0.5 FTE (seasonal liquor distribution worker), services and supplies reductions totaling \$137,000, and capital outlay reductions of \$409 in the Distilled Spirits program;
- Personal services reductions of \$239,002 and abolishment of one management position (1.00 FTE) in the Public Safety program; and
- Personal services reductions totaling \$121,390 and 1.00 FTE (Office Specialist 2 position), services and supplies reductions totaling \$85,000 and capital outlay reductions totaling \$1,980 in the Support Services program.

Public Employees Retirement System

The Subcommittee approved an updated Package 091 Statewide Administrative Savings. The agency was able to reduce its personal services by only \$45,651 due a reduction in temporary employees and overtime. The remaining personal services reduction of \$1,041,400 was moved to services and supplies. The reduction to services and supplies now totals \$1,393,957 and will come from savings to employee training, office expense, data processing, and professional services. The capital outlay reduction of \$29,380 reduced the budget for data processing hardware.

The Subcommittee increased the Other Funds expenditure limitation for the Operations program by \$1,022,945 for the implementation of Senate Bill 861, which was passed by the Legislature during the 2013 special session. This includes four limited duration Retirement Counselor 1 positions (3.33 FTE). Personal services total \$392,428 and services and supplies total \$630,517.

OREGON DEPARTMENT OF EDUCATION

The four limited duration positions were established administratively on November 1, 2013; therefore, the agency does not require position or FTE authority, but does require the associated expenditure limitation. The revenue to fund these expenses is from a transfer from the Oregon Public Employees Retirement Fund from current year earnings. The Other Funds expenditure limitation was approved only as a one-time increase and does not carry forward into the 2015-17 biennium.

Other Funds expenditure limitation was increased for the Operations program by \$718,750 in services and supplies for phase two of a three phase project to move the administration of the Individual Account Program from a third-party administrator to the agency. The Other Funds expenditure limitation was approved only as a one-time increase and is not carried forward into the 2015-17 biennium.

The Subcommittee requests that the Department of Administrative Services unschedule the entire amount of the Individual Account Program expenditure limitation, pending a Department of Administrative Services – Chief Information Office review and recommendation to approve the project being submitted to the Legislative Fiscal Office for its review and recommended approval.

Department of Revenue

The agency did not require a restoration of its 2% ending balance holdback that totaled \$3.3 million General Fund, due to vacancy savings. The vacancy savings occurred in programs that did not require a rebalance of the agency's budget.

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, eliminating eight permanent full-time positions and reducing one permanent full-time position to part-time (8.50 FTE). The alternative plan minimizes the impact to the agency's Information Technology Division so as to support its transition of legacy information technology systems to a new information system entitled the Core System Replacement project.

The positions eliminated include: Accountant 1 position (1.00 FTE); Office Specialist 1 positions (1.00 FTE); Office Assistant 2 position (1.00 FTE); Information System Specialist 4 position (1.00 FTE) and a Fiscal Analyst 2 position is reduced from permanent full time to permanent part-time (0.50 FTE) in the Administrative Services Division. Two Administrative Specialist 1 positions (2.00 FTE) are eliminated from the Personal Tax and Compliance Division. An Information System Specialist 3 position (1.00 FTE) and an Information System Specialist 5 position (1.00 FTE) are eliminated from the Property Tax Division. In addition, \$71,904 of Other Funds for services and supplies is eliminated in the Property Tax Division in order to achieve the reduction target.

The Subcommittee disappropriated \$2.1 million in one-time General Fund savings, which are in addition to the General Fund savings the agency set aside to compensate for its 2% ending balance holdback. The additional vacancy savings include: Administration (\$990,828), Property Tax (\$139,386), Personal and Compliance (\$716,614), and Business Divisions (\$253,172).

The Subcommittee also disappropriated \$500,000 General Fund in one-time services and supplies savings from the Core System Replacement project due to lower than expected Department of Administrative Services – State Data Center charges.

A reduction of \$352,716 in Other Funds personal services expenditure limitation was made to the Administration Division to adjust for an unneeded compensation plan increase. Two million dollars of Other Funds expenditure limitation in the Property Tax Division was reduced for

HB 5201-A

Page 24 of 65

OREGON DEPARTMENT OF EDUCATION

limitation that does not have a revenue source. The Property Tax Division has historically had Other Funds in its services and supplies expenditure limitation in excess of its actual need. Therefore, this is a permanent reduction.

The primary vendor contract for the Core Systems Replacement project was originally estimated to cost \$29 million; however, the agency was able to negotiate a \$27 million contract. The savings for the current biennium totals \$2.3 million Other Funds, with \$300,000 of the savings being needed in a future biennium.

HB 5008 (2013) requested that the Department of Administrative Services unreschedule \$12,994,327 of Other Funds expenditure limitation for the project that is related to the May 2014 Article XI-Q bond sale. The Subcommittee approved rescheduling \$10,694,327 due to the \$2.3 million in contract savings this biennium. The remaining \$2.3 million is to remain unrescheduled.

The Subcommittee provided the following instruction:

The Department of Administrative Services is requested to reschedule \$10,694,327 Other Funds expenditure limitation for the Core System Replacement project, pending the May 2014 Article XI-Q bond sale.

Additionally, the Department of Revenue is directed to report to the Joint Interim Committee on Ways and Means during Legislative Days in May and September 2014 on the status of the project.

The Subcommittee added one permanent full-time Principle Executive Manager E position (0.67 FTE) for the Core System Replacement project to function as a business team/business process subject matter expert lead for the project. The requested position would be funded with previously authorized Article XI-Q bond proceeds. The agency has sufficient Other Funds expenditure limitation for this position due to initial vacancy savings within the program.

The Subcommittee approved the agency's request to make the following technical adjustments to align the agency's budget with its current operations and the organizational structure. These changes balance overall and result in no increase or decrease to the agency's budget. They include: (a) \$1,892,699 and nine positions (9.00 FTE) to move the Research Section from the Business Division to the Agency Program Management Office Division; (b) \$322,254 and one position (1.00 FTE) to move a Principle Executive Manager G and associated services and supplies from the Administrative Services Division to the Agency Program Management Office Division; (c) \$1,109,718 and seven positions (7.00 FTE) to move the Special Services Section from the Administrative Services Division and the Property Tax Division to the Executive Division; (d) \$219,538 and one position (1.00 FTE) to move a Principle Executive Manager E position from the Administrative Services Division to the Personal Tax and Compliance Division; (e) \$112,092 to move one position (1.00 FTE), an Administrative Specialist position, from the Personal Tax and Compliance Division to the Business Division; (f) \$161,411 to move one Information System Specialist 5 position (1.00 FTE) from the Property Tax Division to the Administrative Services Division; (g) \$4,945,157 to move all operating program's Attorney General into the Administrative Services Division; and (h) \$880,556 to move all the operating program's Information Technology Expendable Property into the Administrative Services Division.

Secretary of State

The Subcommittee increased the General Fund appropriation by \$43,796 to restore 25% of the agency's 2% supplemental General Fund ending balance holdback. The entire amount of the restoration was directed to administrative services.

The Subcommittee also reduced the Federal Funds expenditure limitation by \$2,700,000, to more closely align the limitation with the Secretary's revised plan of expenditure of federal Help America Vote Act (HAVA) moneys. The Secretary reported that HAVA monies, initially budgeted for county election tabulation systems upgrades, are being redirected to finance upgrades to the Oregon Centralized Voter Registration system instead. This redirection reduces current biennium Federal Funds expenditures and will allow HAVA monies to fully support program costs, without need for additional General Fund support, through the remainder of the 2013-15 biennium and through the 2015-17 biennium as well.

Treasurer of State

The Subcommittee increased the Other Funds expenditure limitation for services and supplies for the agency by \$1,080,000 for the Public Infrastructure Commission and the West Coast Infrastructure Exchange. The revenue source is a transfer from the Governor's Office, which was appropriated General Fund for House Bill 4111 (2014), to satisfy the requirement under section 4(1) of the measure.

The Subcommittee adopted the following budget note:

Budget Note:

The State Treasurer is directed to spend a minimum of \$100,000 on section 2(2) of House Bill 4111 from funding the agency received in House Bill 5201 for the Public Infrastructure Commission and the West Coast Infrastructure Exchange.

CONSUMER AND BUSINESS SERVICES

Board of Accountancy

No revisions were needed to implement Package 091 Statewide Administrative Savings, consistent with the original placeholder reduction.

Board of Chiropractic Examiners

No revisions were needed to implement Package 091 Statewide Administrative Savings, consistent with the original placeholder reduction.

Construction Contractors Board

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, eliminating 0.50 FTE and moving a portion of the reduction from personal services to capital outlay.

Department of Consumer and Business Services

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, eliminating 9 positions and 8.00 FTE, and shifting \$15,493 from services and supplies to personal services.

A one-time increase of \$4,625,091 Federal Funds expenditure limitation was also approved for the Health Insurance Rate Review Grant Cycle II and III, to support state efforts to enhance the health insurance premium rate review process and increase the transparency of the review process.

Board of Dentistry

No revisions were needed to implement Package 091 Statewide Administrative Savings, consistent with the original placeholder reduction.

Oregon Health Licensing Agency

No changes were made from the original placeholder budget categories to implement Package 091 Statewide Administrative Savings. However, the agency's budget is moved to the Oregon Health Authority beginning July 1, 2014, as directed by House Bill 2074 (2013). The associated budget change is a reduction of \$3,760,280 Other Funds expenditure limitation and 17.50 FTE, which represents approximately one year of the biennial budget for the Oregon Health Licensing Agency. A corresponding increase is made in the Oregon Health Authority budget.

Health Related Licensing Boards

An updated Package 091 Statewide Administrative Savings was approved for each of the six licensing boards: Mortuary and Cemetery, Naturopathic Medicine, Occupational Therapy, Medical Imaging, Speech-Language Pathology and Audiology, and Veterinary Medical. The boards are shifting reductions from personal services to services and supplies to meet the savings targets.

Bureau of Labor and Industries

To restore a portion of the agency's 2% supplemental ending balance holdback, the Subcommittee added \$67,522 General Fund. This amount represents 29% of the total holdback; to cover the remaining gap BOLI will continue to hold the Apprenticeship Representative position in its Portland office vacant for the rest of the biennium.

An updated Package 091 Statewide Administrative Savings was approved, eliminating a total of 0.75 FTE across 2 positions in accounting and office administration. A portion of the agency's reduction was also moved from personal services to services and supplies.

The Subcommittee approved an increase of \$450,000 Other Funds expenditure limitation and the establishment of a limited duration full-time Office Specialist 2 position (0.63 FTE) to enhance the Support Services Program. The program is part of an interagency agreement with the Oregon Department of Transportation, which provides the funding, to help increase diversity in the highway construction workforce. The Bureau of Labor and Industries (BOLI) will utilize the additional funds to increase support to existing pre-apprenticeship preparation programs and establish new preparation programs in rural areas. The limited duration position will provide administrative support for the program, allowing the program coordinator to focus on development and implementation of the preparation programs.

To provide education and outreach on fair housing laws and to investigate fair housing cases, the Subcommittee approved a one-time increase of \$146,584 Federal Funds expenditure limitation. In partnership with the U.S. Department of Housing and Urban Development (HUD), BOLI will use the funds to complete dated fair housing cases that have been dual-filed with BOLI and HUD, and to work with the Fair Housing Council of Oregon to provide education and outreach. Additionally, BOLI's Technical Assistance Program will provide training sessions throughout the state on changes to fair housing laws.

The Subcommittee approved the following budget note related to workforce needs of employees of Qualified Rehabilitation Facilities:

Budget Note:

The Bureau of Labor and Industries, in consultation with the Department of Administrative Services, will convene a stakeholder workgroup to include not more than four Qualified Rehabilitation Facilities (QRFs) or a representative representing a majority of the QRFs in the state; labor unions representing QRFs; at least one organization representing the disability rights community; and any other interest with employee or business interests related to QRFs that voluntarily participate, during the 2014 interim. The workgroup will meet at least four times to develop concepts to address the workforce support needs of employees with disabilities employed by QRFs. These concepts may be presented to the 2015 Legislative Assembly for possible introduction as a bill.

Oregon Medical Board

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, eliminating one position and 0.46 FTE in administration and the remaining reductions taken in services and supplies.

Board of Nursing

No revisions were needed to implement Package 091 Statewide Administrative Savings, consistent with the original placeholder reduction.

Board of Pharmacy

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, reallocating among expenditure accounts to affect permanent administrative cost reductions. Other Funds personal services reductions of \$3,693 and services and supplies reductions of \$1,503 are reallocated entirely to agency services and supplies.

Public Utility Commission

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, eliminating a mailroom assistant position (1.00 FTE). A portion of the reduction originally applied to services and supplies was shifted to personal services.

Real Estate Agency

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, eliminating one position and 0.50 FTE.

Board of Licensed Social Workers

No revisions were needed to implement Package 091 Statewide Administrative Savings, consistent with the original placeholder reduction.

Board of Tax Practitioners

No revisions were needed to implement Package 091 Statewide Administrative Savings, consistent with the original placeholder reduction.

ECONOMIC AND COMMUNITY DEVELOPMENT

Oregon Business Development Department

The Subcommittee increased the General Fund appropriation by \$89,679 to fully restore the Arts Commission’s 2% supplemental General Fund ending balance holdback. Lottery Funds expenditure limitations were increased by a total of \$250,000 to partially restore the 2% supplemental Lottery Funds ending balance holdbacks to the Shared Services and Business, Innovation, and Trade Divisions. No additional Lottery Funds are allocated from the Administrative Services Economic Development Fund for this partial restoration of the holdback amounts, or for Lottery Funds expenditure limitation increases provided for compensation cost increases; the agency will finance these expenditures out of sufficient cash balances of Lottery Funds in the division budgets.

The Subcommittee established a \$1,150,000 Lottery Funds expenditure limitation for the Business, Innovation and Trade Division for support of the Oregon Manufacturing Extension Partnership and for port property redevelopment. The expenditure limitation is established on a one-time basis and will be phased out in the development of the agency’s 2015-17 biennium current service level. The expenditure limitation was established to provide a special payment of an additional \$750,000 to support the Oregon Manufacturing Extension Partnership, and a special payment of \$400,000 to the Port of Port Orford for redevelopment of the Cannery Building owned by the Port.

The Subcommittee increased the Regional Solutions Other Funds expenditure limitation in the Infrastructure Finance Authority program area by \$9,349,999, and increased the general Infrastructure Finance Authority Other Funds expenditure limitation by \$240,594, to authorize distribution of lottery revenue bond proceeds to support Regional Solutions projects, and to pay bond-related costs, respectively. These Other Funds expenditure limitation increases are approved on a one-time basis only, and will be phased out in the development of the agency’s 2015-17 biennium current service level.

The 2013-15 biennium budget includes authorization of up to \$10 million of lottery revenue bond proceeds for Regional Solutions projects. In the 2013 session, the Legislature established a \$1 Other Funds limitation on Regional Solutions project expenditures, pending submission of specific projects for review. A total of \$9,350,000 of Regional Solutions project expenditures were approved. The approved project names and associated funding levels are listed below:

- North Central Region – North Central Oregon Attainable Housing Revolving Loan Fund (\$2 million)
- South Central Region – Removing Stringent Air Quality Permitting Requirements (\$1.5 million)
- South Central Region – Innovation and Learning Center (\$500,000)
- Mid-Valley Region – White’s Rail Siding (\$300,000)
- Mid-Valley Region – Carlton Water Infrastructure (\$500,000)
- Mid-Valley Region – Job Growers Workforce Investment Board (\$550,000)
- North Coast Region – Rainier Rail Corridor (\$2 million)
- South Coast Region – Portable Dredge Purchase (\$2 million).

OREGON DEPARTMENT OF EDUCATION

The Subcommittee also approved a change in the use of \$12 million of Other Funds lottery revenue bond proceeds previously authorized in the 2013 session for transfer to the Special Public Works Fund. Of this amount, \$3 million of proceeds are redirected to the Marine Navigation Improvement Fund for coastal port dredging; with the remaining \$9 million of proceeds to be transferred to the Special Public Works Fund.

Finally, the Subcommittee approved the implementation of the agency's Package 091 reductions. The implementation includes permanent fund shifts in the financing of two agency positions in the Shared Services/Central Pool program area. The two positions, formerly Lottery Fund-financed, will now have 22% of their personal services costs funded by Other Funds generated by agency programs. This action supports a \$100,000 fund shift from Lottery Funds to Other Funds approved with Package 091 in the agency budget.

Employment Department

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, eliminating two positions in the Unemployment Insurance division (a Public Affairs Specialist at .75 FTE and an Information Support Specialist at 1.00 FTE), eliminating three positions in the Business and Employment Services division (an Executive Support Specialist, a Safety Specialist and an Office Specialist, 3.00 FTE), and eliminating one position in the Research division (an Economist, 1.00 FTE). A portion of the reduction was shifted from personal services to services and supplies.

House Bill 5201 includes an increase of eight positions (5.35 FTE) and additional expenditure limitation in the amount of \$3,947,126 Other Funds and \$4,757,762 Federal Funds for grant awards, supplemental federal funding for unemployment insurance programs, Office of Administrative Hearings caseload, and information technology needs.

Housing and Community Services Department

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, reducing number of months on three positions (two Information Systems Specialists with a reduction of 0.50 FTE each, and a Procurement and Contract Specialist reduced by 0.62 FTE). Over all, personal services were reduced by \$227,189 Other Funds and \$99,918 Federal Funds; services and supplies were reduced by a total of \$113,376 Other Funds and \$14,195 Federal Funds; and capital outlay was reduced by \$1,825 Other Funds. All reductions are allocated to the Business Operations unit of the agency's Central Services program.

The Subcommittee approved a restoration of \$42,326 of the 2% supplemental ending balance holdback that was included in the agency's original legislatively adopted budget for 2013-15. That represents 25% of the initial holdback. The funding is restored to the agency's General Fund programs as follows:

- Foreclosure Counseling (SB 1552): \$10,231
- Emergency Housing Assistance: \$11,625
- State Homeless Assistance Program: \$6,604
- Low Income Rental Assistance: \$1,122
- Oregon Hunger Response Fund: \$6,628
- Court Appointed Special Advocates: \$5,755
- Housing Choice Landlord Guarantee Program: \$361

OREGON DEPARTMENT OF EDUCATION

The Transportation and Economic Development Subcommittee recommended operational funding for the 2014 state fiscal year for the Housing and Community Services Department after receiving a report on the results of the agency's review of services and delivery options. The goals of the review included identifying and eliminating duplication and fragmentation in service delivery, as well as efficiencies that could help to address an anticipated operating deficit of \$8 million in 2015-17. Report recommendations include simplifying program rules and reporting requirements; implementing shared services arrangements for some administrative functions; redesigning policy and governance structure to provide clear guidance and priorities; moving local service delivery partners toward performance based contracting over time; and moving food and volunteer programs to other areas of state government. The Subcommittee discussed the importance and expectation of a more detailed implementation plan for the report recommendations. Subcommittee members also conveyed the expectation that legislative policy committees should be the venue in which changes to agency advisory bodies are discussed and determined, and that such policy discussions not be circumvented by the Executive or budget process.

Given that the majority of recommendations require additional work to develop specific implementation plans, the Subcommittee recommendation for 2014 funding is predicated on continuing programs for the remainder of the biennium within the existing agency structure. The agency will begin the process of administrative rule review immediately, to begin identifying changes that will simplify grant administration and remove unnecessary reporting and monitoring requirements. Recommendations with budget and staffing implications will be proposed for implementation in conjunction with the 2015-17 budget process, along with changes to Key Performance Measures.

House Bill 5201 repeals three special purpose appropriations related to HCSD, and instead appropriates a total of \$8,765,066 million in General Fund to the agency; \$8.5 million of this is for fiscal year 2014 operations and \$225,000 is for a one-time increase in support for the Oregon Hunger Response Fund. Fiscal year 2014 agency operations costs amount to \$60,528,131 Other Funds, \$39,500,000 Federal Funds, \$122,795,359 Other Funds Non-Limited, \$54,000,000 Federal Funds Non-Limited, and 74.36 FTE. The above amounts include employee compensation distribution amounts, and are consistent with the 2014 operating expenditure limitation recommended by the Subcommittee on Transportation and Economic Development.

Additional one-time General Fund in the amount of \$1.5 million for the Emergency Housing Account and \$500,000 for the State Homeless Assistance Program was also approved (along with a corresponding increase of \$1.5 million in Other Funds expenditure limitation for the Emergency Housing Account). As these programs are ongoing, the Housing and Community Services Department is not anticipated to incur or capture additional administrative expenses from this supplemental funding. Other Funds expenditure limitation of \$2,555,025 is added to provide additional one-time support for affordable housing preservation, funded by lottery bonds authorized in Senate Bill 5703; \$55,025 of this amount is attributable to bond-related costs.

Department of Veterans' Affairs

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, shifting the majority of personal services savings in the Loan Program to services and supplies, in consideration of previous position reductions taken in the legislatively adopted budget (elimination of 12.00 FTE in the Loan Program). As modified, Package 091 reductions eliminate one position (0.20 FTE) and total \$16,426 in personal services, and \$136,794 in services and supplies in the Loan Program, and \$153,224 in services and supplies reductions in the Veterans' Home program.

OREGON DEPARTMENT OF EDUCATION

The Subcommittee approved a restoration of \$43,959 of the 2% supplemental ending balance holdback that was included in the agency's original legislatively adopted budget for 2013-15. That represents 25% of the initial holdback. The funding is restored to the agency's General Fund programs in the following amounts:

- Counseling and Claims: \$2,198
- County Veterans Service Officers special payments: \$21,971
- Aid programs administered by the Oregon Department of Veterans' Affairs: \$19,342
- Special Payments to National Service Organizations: \$448

House Bill 5201 includes additional Other Funds expenditure limitation in the amount of \$6,230,000 for two additional positions (1.13 FTE), and planning, marketing, start up and operating costs associated with the second Veterans' Home in Lebanon, Linn County. The home is scheduled to open in the fall of 2014.

Federal Funds expenditure limitation in the amount of \$300,000 was established to accommodate the possible receipt of a federal grant for transportation services to veterans in highly rural areas of the state. Expenditure limitation was approved, with the understanding that the Department of Administrative Services would unschedule the limitation until the Oregon Department of Veterans' Affairs was notified that its grant application was successful. No additional matching funds or position authority is required to administer the funds, which will be passed through to Baker, Gilliam, Grant, Morrow, Sherman and Wheeler Counties. The agency anticipates a notice of award in April, 2014.

Oregon State Lottery

The Subcommittee approved a budget note requiring the Oregon State Lottery to submit a report to the Emergency Board on the feasibility of establishing a veterans-themed lottery raffle game.

Budget Note:

The Oregon State Lottery shall report to the Emergency Board, no later than September 2014, on the feasibility of establishing a dedicated lottery raffle game that has a veteran-oriented theme or indicates that the proceeds benefit veteran's education and economic development related to veterans. The report shall identify the impacts of establishing the game on the operations of the State Lottery, and include a projection of the level of net revenues available from a dedicated game for veteran's education and economic development, and a projection of the impact of the game on the level of net revenues otherwise available for transfer to the Administrative Services Economic Development Fund.

EDUCATION

Department of Community Colleges and Workforce Development

Based on their budgeted amount for their agency Operations budget, the Department of Community Colleges and Workforce Development (CCWD) has funding for the equivalent of 8.65 FTE in the General Fund budget passed by the 2013 Legislature. Given the demand for the General Fund related workload, the General Fund staff compliment should be closer to 13.00 FTE. As a result, CCWD estimated their General

OREGON DEPARTMENT OF EDUCATION

Fund budget is underfunded by \$884,136. The agency identified almost \$350,000 in savings by keeping three positions vacant and switching the funding on another position, reducing the remaining General Fund gap to \$535,087. To fill this remaining shortfall, the Subcommittee approved the following one-time actions; (1) assumed additional revenue from work done by CCWD staff for the Higher Education Coordinating Commission (HECC) of \$64,000 to offset General Fund need and increased the Other funds expenditure limitation by this amount, (2) assumed \$100,000 of debt service savings from the delay of building projects at community colleges that is freed up to offset the Operations budget gap, (3) appropriated \$250,000 General Fund, and (4) transferred \$121,087 from the Strategic Fund of the Community College Support Fund to the agency Operations budget.

The Subcommittee approved the establishment of an Other Funds expenditure limitation in the amount of \$46,469 for the payment of the issuance costs associated with the sale of Lottery bonds for the Central Oregon Community College's Student Success Center in the remodeled Cascades Hall.

The Subcommittee did not restore any of the \$287,715 General Fund reduced in the Department of Community College and Workforce's legislatively adopted budget for the 2% supplemental ending balance holdback.

As a result of Package 091 relating to Statewide Administrative Savings in 2013, CCWD's Operations budget was reduced by \$357,844 total funds (\$39,363 General Fund, \$55,892 Other Funds and \$262,589 Federal Funds). These reductions will be made by eliminating one Accounting Technician position (1.00 FTE), reducing funding for hiring temporary employees, reducing in-state travel, and reducing the amount of resources for contracting out for services. The impact of these reductions will limit the agency's flexibility in addressing and completing short term projects that are requested of the agency or unanticipated needs like information server failures that might occur. These actions will also limit the agency's ability to hire people with specialized expertise that agency staff does not have.

Department of Education

The Department of Education's (ODE) current budget includes \$9.4 million for the Career and Technical Education Revitalization Grant Program as authorized in ORS 344.075. This bill increases the amount available for the program by a one-time \$2 million General Fund appropriation. Grants awarded through this program must be used to enhance the collaboration between education providers and employers by: (1) developing or enhancing career and technical education programs of study; (2) expanding the professional growth of and career opportunities for students through career and technical education programs; (3) assessing the ability of each career and technical education program to meet workforce needs and give students the skills required for jobs in this state that provide high wages and are in high demand; and (4) supporting the achievement of the high school diploma requirements

The Legislature in 2013 provided an additional \$7.5 million General Fund for the Career and Technical Education (CTE) Revitalization Grant Program, and this bill adds a further \$2 million General Fund to the program without adding any resources for the administration, monitoring and technical assistance related for the program. The Subcommittee approved a transfer of \$230,537 General Fund from the Grant-in-Aid budget of the agency to the Operations budget, and the establishment of three positions (1.25 FTE) for these functions.

A special purpose appropriation to the Emergency Board of \$4.6 million General Fund was made in 2013 for student assessments. The Subcommittee approved the repeal of this special purpose appropriation, and instead approved a \$4.4 million General Fund direct appropriation

OREGON DEPARTMENT OF EDUCATION

to ODE to augment the \$16 million total funds currently in the agency's budget for student assessments. This additional funding is to be used to purchase a summative assessment system tied to the Common Core standards as well as providing resources to school districts for formative and interim assessment tools. The Department of Administrative Services was instructed to unschedule this additional \$4.4 million until final negotiations with the assessment contractors are completed.

Budget Note:

The Department of Education is instructed to provide at least \$2 million of the total amount in the budget for student assessments as payments to school districts for formative and interim assessment tools.

ODE's Early Learning Division received an additional \$10.1 million Federal Funds in resources through the Race to the Top grant program of the U.S. Department of Education. The agency plans to spend \$5.5 million of these funds during the 2013-15 biennium. The funds will be used for a variety of purposes including increasing the use of the Tiered Quality Rating and Improvement System (TQRIS), professional development of early learning providers, and for a statewide referral system for information on early childhood services. The Subcommittee approved Federal Funds expenditure limitation increases split between the Early Learning Grant-in-Aid budget for grants to organizations (\$3,955,190 Federal Funds) and the agency's Operations budget (\$1,547,971 Federal Funds) for contracts, staffing and other agency costs. Seven limited duration new positions (4.11 FTE) were approved for establishment. Five current positions will also be funded with these new resources.

The Subcommittee approved an additional one-time \$1.0 million General Fund appropriation for the Long Term Care and Treatment programs which provide educational services to students in residential and day treatment centers as defined in ORS 343.961. In approving this additional funding, the Subcommittee expects all of the \$1.0 million will be provided to the entities who directly provide educational services to these students.

Budget Note:

Prior to May 1, 2014, the Department of Education is instructed to provide the School Funding Task Force established by House Bill 2506 (2013) with information to assist the Task Force in formulating recommendations relating to the level and allocation of funding for the Long Term Care and Treatment program. This information must include: (1) the actual costs of providing adequate and comparable educational services to students who receive services under the program; (2) various alternatives for allocating and distributing funding to these programs in an equitable manner to maximize the amount that is used for direct educational services to these students; (3) alternatives of metrics for measuring the effectiveness of the programs and providers of these educational services; and (4) other information the Task Force requests. The Task Force, with the assistance of the Department, shall work with various stakeholders including providers, school districts and others in formulating recommendations to the 2015 Legislature regarding the level and distribution of funding for the program.

The 2013 Legislature provided \$1,789,557 General Fund for a special purpose appropriation to the Emergency Board for program funding for the second year of the biennium for youth development grants, performance-based contracts, and services provided at the local level. The Subcommittee approved the repeal of this special purpose appropriation, and redirected those resources as a General Fund appropriation to the Department of Education. The agency's Youth Development Division submitted a plan for investing and distributing these funds to the Interim Joint Ways and Means Committee in January 2014 which approved the use of these funds for the Youth and Innovation Grant Fund. This Fund

OREGON DEPARTMENT OF EDUCATION

provides resources for new innovative approaches to improve education and workforce success for those youth disconnected or at risk of disconnecting from the education system and labor market. Most of this funding (\$1.6 million General Fund) will be for grants to local entities, while the remaining \$189,557 General Fund will be used for the administration of the youth development programs.

The Subcommittee approved a total of \$5,948,790 General Fund in restorations to the ODE budget, representing just under 70% of the amount reduced in the legislatively adopted budget for the 2% supplemental ending balance holdback. All of the 2% reductions were restored for the following programs: (1) Oregon Pre-Kindergarten program (\$2,548,483); (2) other early learning programs (\$673,910) including Early Learning Hub funding, Health Families Oregon, Relief Nurseries, and Early Learning Kindergarten Readiness grants; (3) youth development grant programs (\$114,982); (4) staffing costs at the Oregon School for the Deaf (\$222,340); and (5) the newly authorized strategic education initiatives (\$436,976). Other restorations were \$1,080,405 for the Early Childhood Special Education programs, and \$562,775 for the Early Intervention program. Finally, a total of \$308,919 in the agency Operations budget was restored for nursing program support to school districts, youth development program administration, and licensing of Head Start programs.

As a result of Package 091 relating to Statewide Administrative Savings in 2013, ODE's Operations budget was reduced by \$814,374 total funds. The budget passed by the 2013 Legislature included over \$75 million total funds in new or expanded initiatives without a corresponding increase of resources in administrative activities. Based on this, the Package 091 related reductions for ODE did not include any staff reductions; but included service and supply cuts to the budget, personnel, accounting and payroll, and procurement functions totaling \$280,576 total funds. Another \$533,798 total funds was reduced from the information technology budget, most of it coming from resources for assessment related contracts. Overall, \$276,887 General Fund, \$123,622 Other Funds, and \$413,865 Federal Funds was reduced from the ODE Operations budget.

The Federal Funds expenditure limitation for early learning programs is increased by \$2.2 million to reflect a larger carry-forward of child care related funds from 2011-13 and larger current biennium revenues from the federal Child Care Development Fund. These additional revenues will be used to increase funding for the Employment Related Day Care program administered by the Department of Human Services.

State School Fund

The State provides payments funded by the State School Fund for Local Option Equalization Grants authorized in ORS 327.339. The Department of Education (ODE) makes those grant payments to school districts as Other Funds, but the current budget does not have sufficient Other Funds expenditure limitation for the current biennium. The Subcommittee approved a \$3,535,581 increase in Other Funds expenditure limitation which is the estimate at this time of the grants that must be paid during 2013-15.

Higher Education Coordinating Commission

In development of the 2013-15 budget for the Higher Education Coordinating Commission (HECC), there was an inadvertent double counting of funding of \$249,175 General Fund in the costs of the Commission's meeting and operating costs. The Subcommittee reduced this amount from the HECC budget.

The Subcommittee did not restore any of the \$45,957 General Fund reduced in the Higher Education Coordinating Commission's legislatively adopted budget for the 2% supplemental ending balance holdback.

Oregon Education Investment Board

The Subcommittee restored \$30,794 General Fund to the Oregon Education Investment Board (OEIB) which represents 25% of the amount reduced in the OEIB's legislatively adopted budget for the 2% supplemental ending balance holdback. This restoration will allow the OEIB to fund data analysis and policy research on best practices, investment strategies, and polices relating to early learning and primary literacy.

The OEIB and other education agencies presented an initial business case and related project management materials for the Statewide Longitudinal Data System to the Education Subcommittee of the Joint Committee on Ways and Means. The Education Subcommittee recommended the project staff continue to refine the business case, provide more detailed planning and project management materials, and contract with an independent Quality Assurance contractor to move on to the next steps in the implementation of this project. This work is to be completed with existing resources in the Oregon Department of Education's budget.

Budget Note:

The Oregon Education Investment Board (OEIB) is directed to work with the Oregon Department of Education (ODE), the Higher Education Coordinating Council (HECC), other education related agencies, and the Office of the State Chief Information Officer to refine the business case and develop a comprehensive set of foundational project management documents including a detailed project budget and schedule for the design, development and implementation of the State Longitudinal Data System for P-20W Education. The OEIB, ODE, HECC and other agencies must follow State Chief Information Officer standards in the development of these materials; and submit them to the State Chief Information Officer for review in compliance with Department of Administrative Services and State Chief Information Officer rules, policies and standards for project review, approval and oversight. An independent Quality Assurance contractor must be selected to complete quality control reviews of the refined business case and foundational project management documents. In addition, the independent Quality Assurance contractor must complete a project risk assessment. Prior to requesting additional funding for the Statewide Longitudinal Data System, OEIB and other agencies must submit the quality control reviewed business case and foundational project management documents and the project risk assessment, along with a recommendation on the project from the State Chief Information Officer to the Legislative Fiscal Office. The OEIB and other agencies are directed to report to the Emergency Board during each of the Emergency Board's meetings prior to January 1, 2015 on the status of the project and/or to request the authority to proceed with the project once the above requirements have been met.

Oregon Health and Science University

The Subcommittee approved a total of \$200,035,290 Other Funds expenditure limitation in the Department of Administrative Services for disbursement of bond proceeds to Oregon Health and Science University (OHSU) for the construction of research, clinical, other related facilities, and for bond related costs for the expansion of the OHSU Cancer Institute. Senate Bill 5703 contains authorization to issue up to \$161,490,000 in Article XI-G general obligation bonds (debt service to be paid with General Funds) and \$38,545,290 in lottery bonds (debt service to be repaid with Lottery Funds) for the Cancer Institute for disbursement to OHSU. Before these Article XI-G and Lottery bonds may be issued, OHSU must raise at least \$800 million in gifts, grants and other revenues through OHSU's Cancer Challenge campaign. The bond proceeds will be used: (1) to construct a research building on the Schnitzer Campus which will include wet laboratory facilities, bio-computing space and research support facilities; and (2) for additional floors in the Center for Health and Healing II (CHH II) building already planned for construction for clinical trial space. Debt service payments on these bonds to be paid beginning in the 2015-17 biennium are estimated at \$23,357,272 General

Fund and \$6,669,787 Lottery Funds. A budget note is included in the Oregon Health Authority section of this budget report instructing OHSU, other health care providers and Coordinated Care Organizations to develop recommendations relating to access to services for Medicaid clients.

Oregon Student Access Commission

Funding for the Oregon Opportunity Grants is increased by \$2.3 million in the Oregon Student Access Commission's (OSAC) budget by increasing the expenditure limitation for Lottery Funds funded by allocations from the Education Stability Fund. This amount is anticipated to provide an estimated 1,150 more grants to post-secondary students at an average of \$2,000 during the 2013-15 biennium. These additional resources are from carry-forward funds from the 2011-13 biennium that are available for this purpose.

The Subcommittee did not restore any of the \$2,332,612 General Fund reduced in the OSAC's legislatively adopted budget for the 2% supplemental ending balance holdback, almost all of which was reduced from the Oregon Opportunity Grant program. As noted above, \$2.3 million of Lottery Funds was added to this program for the remainder of the biennium.

As a result of Package 091 relating to Statewide Administrative Savings in 2013, OSAC's Operations budget was reduced by \$41,153 total funds (\$17,284 General Fund and \$23,869 Other Funds). The Commission plans to take \$19,030 total funds of this reduction in State Government Service Charges since Commission staff has assumed some of the administrative responsibilities (without new resources) that the Department of Administrative Services (DAS) provided in the past. The remaining reductions will be taken from other services and supplies (\$11,290 total funds), Office Expenses, and other services and supplies categories. Since the original 091 reduction was split between personal services and services and supplies, all of the original \$31,666 total funds in the personal services reduction will have to be transferred to services and supplies category.

Teacher Standards and Practices Commission

The Teacher Standards and Practices Commission's (TSPC) budget was reduced by \$13,537 Other Funds as a result of the passage of the Package 091 relating to Statewide Administrative Savings. The Commission will take these reductions by cutting \$8,135 from the budget for overtime and related personal services, and \$5,402 from other services and supplies.

Oregon University System

The Subcommittee approved a special one-time General Fund appropriation of \$2,000,000 for the four technical and regional universities and Portland State University to help fund new compensation agreements for classified staff. Of the \$2,000,000 appropriation, \$850,000 is for Portland State University, with the remainder to be shared by Eastern Oregon University, Southern Oregon University, Western Oregon University, and the Oregon Institute of Technology. The Subcommittee also approved a one-time \$500,000 General Fund appropriation to both Eastern Oregon University and Southern Oregon University as temporary bridge funding to assist the universities for the remainder of the biennium as they address budget shortfalls.

The Subcommittee also disappropriated \$4,500,000 General Fund from the appropriation supporting the Chancellor's Office with direction the Chancellor's Office utilize existing fund balances to continue operations for the remainder of the 2013-15 biennium. A total of \$3.5 million General Fund was appropriated to the Emergency Board as a special purpose appropriation to be allocated for future costs associated with higher

OREGON DEPARTMENT OF EDUCATION

education governance changes, including costs incurred by the Higher Education Coordinating Commission as duties and responsibilities are transferred from the Chancellor's Office to the Commission and for impacts on the budgets of the four technical and regional universities.

The Subcommittee approved the following budget note related to the closure of Blue Mountain Recovery Center in Pendleton, and clarified that this work should be done within the existing Oregon Solutions General Fund budget of \$2.2 million for 2013-15. The parties involved are expected to include a number of local and regional entities, as well as the Department of Administrative Services, Oregon Business Development Department, Department of Corrections, Oregon Health Authority, Department of Veterans' Affairs, and the Regional Solutions program within the Governor's Office. Other parties may be identified as the work proceeds.

Budget Note:

The closure of the Blue Mountain Recovery Center will have a major economic impact on the city of Pendleton and the surrounding region. In order to address the challenges associated with the closure, a state and local conversation needs to occur, and a strategy needs to be developed, to mitigate the effects and chart a path forward for the community. The strategy should address how the state can invest resources in the community to ensure the economic effects on the community as a whole are addressed, to the extent possible. The strategy should also seek to leverage investments from the federal government in addressing the challenge and engage other private and civic organizations to the extent they can be of assistance. In carrying out the development of a strategy, the Oregon Solutions program at Portland State University shall provide staffing to bring the needed parties together to develop a mutually supported plan. The Oregon Solutions program shall report in September 2014 to the Emergency Board on the plan.

HUMAN SERVICES

Commission for the Blind

The Subcommittee approved an updated Package 091 Statewide Administrative Savings in which a small portion of the agency's reduction was moved from services and supplies to personal services. The Subcommittee also approved the restoration of \$31,287 of the 2% supplemental ending balance holdback that was included in the agency's original legislatively adopted budget for 2013-15. This represents 100% of the initial holdback.

The agency's budget is reduced by \$1,043,821 Other Funds expenditure limitation and 0.75 FTE to reflect the elimination of the Oregon Industries for the Blind program effective December 2013. This was an alternative work and vocational program specializing in serving clients with multiple disabilities who are both developmentally disabled and blind. Historically the program had served about 40 clients, and all clients have now been placed in other programs.

Oregon Health Authority

The Oregon Health Authority (OHA) budget is organized into several program areas including Health Care Programs, Addictions and Mental Health, and Public Health, as well as Central and Shared Services. House Bill 5201 adjusts the OHA budget for updated pricing of program caseloads, costs, and revenues to help "rebalance" the budget. This information was presented at the January 2014 meeting of the Interim Joint

OREGON DEPARTMENT OF EDUCATION

Committee on Ways and Means. Most notable are additional costs of \$26.9 million General Fund related to loss of federal match for Alcohol & Drug residential facilities that have more than 16 beds, claims costs for hospital patients thought to be eligible for Medicaid but not yet through the formal eligibility process, and additional costs to keep Blue Mountain Recovery Center open through March 2014. The rebalance also includes \$67.9 million General Fund savings, related to caseload changes, federal match rate changes, and one-time Other Funds revenues received above forecasted amounts.

The approved rebalance plan includes additional Federal Funds expenditure limitation of \$1.1 billion mostly related to faster enrollment of new clients under the Affordable Care Act (ACA) expansion than was originally forecast. The plan also includes some agency restructuring. A new budget structure called Health Policy Programs is created, with budget and staff being transferred from Central Services and Medical Assistance Programs. A second budget structure is created for the transfer of the Oregon Health Licensing Agency into OHA effective July 1, 2014 per House Bill 2074 (2013).

The agency continues to face a number of budget risks that were not explicitly included in the rebalance plan. These include changes to caseloads, federal sequestration reductions, the Oregon State Hospital budget, and state expenditures required to meet the federal Designated State Health Programs (DSHP) waiver conditions. House Bill 5201 establishes a new special purpose appropriation of \$24 million, to be allocated to OHA or the Department of Human Services for caseload costs or other budget challenges that the agencies are unable to mitigate.

In addition to the rebalance adjustments, the adjusted budget reflects a number of actions to be taken as a result of the \$38.8 million General Fund withheld in the legislatively adopted budget for the 2% supplemental ending balance. The Subcommittee approved a restoration of \$9.7 million as part of the statewide restoration. That represents 25% of the initial holdback. Other actions taken include program reductions of \$4 million General Fund and the use of \$25.1 million in one-time revenues.

With the addition of certain other actions beyond that already described, the approved adjustments result in an overall \$1.1 billion increase in the agency's total funds budget, but a \$27.2 million General Fund decrease. These actions also result in a \$36.4 million increase in Other Funds expenditure limitation, a \$1.1 billion increase in Federal Funds limitation, and an increase of 39 positions (20.74 FTE). These numbers do not include changes related to employee compensation cost changes.

A more detailed description of each program area follows.

Health Care Programs

The budget adjustments in House Bill 5201 reflect a net \$62.6 million decrease in General Fund in the Medical Assistance Programs (MAP) budgets, with a \$24.8 million increase in Other Funds limitation and a \$1.2 billion increase in Federal Funds limitation.

The rebalance plan for MAP approved by the Subcommittee includes overall savings of \$67.9 million General Fund, related to caseload changes, federal match rate changes, a reduction in the clawback payment to the federal government, and one-time Other Funds revenues received above forecasted amounts. Increased costs include a \$1.8 million shortfall in tobacco tax revenue as a result of the latest forecast. The loss of federal match for Alcohol and Drug residential facilities that have more than 16 beds results in a \$15.7 million General cost. The approved rebalance includes a cost of \$7.0 million General Fund to cover claims costs for hospital patients thought to be eligible for Medicaid but not yet through the

formal eligibility process. During the period before the patient completes the formal eligibility process, the federal match for services already received is at the state's regular match rate. The rebalance changes also include an additional \$1.2 billion in Federal Funds expenditure limitation, primarily because the state is enrolling new clients under the ACA expansion faster than originally forecast.

The MAP budget is also affected by two organizational changes included in the rebalance. A total of \$34 million General Fund that was previously in the MAP budget is transferred to a new budget structure called Health Policy Programs. In addition, a total of \$16.7 million General Fund and \$50.2 million total funds is transferred from Addictions and Mental Health to MAP. This completes another component of the transfer that eventually moves these programs receiving Medicaid match into the CCOs, and so into the MAP budget.

Health Policy Programs will also include the transfer of the Transformation Center from Central Services. The final resulting budget for Health Policy Programs will be \$44.1 million General Fund, \$129.4 million total funds, and 128 positions (122.37 FTE). All these adjustments net to zero agency-wide. As a part of the approved rebalance, a second new budget structure is created for the Oregon Health Licensing Agency, which will transfer to OHA on July 1, 2014 as a result of House Bill 2074 (2013). This program will then be called the Health Licensing Office. The second year budget amount of \$3.8 million Other Funds is added to OHA, as well as the 35 positions (17.50 FTE) in the current agency. There is a corresponding reduction to the budget of the Oregon Health Licensing Agency.

The Subcommittee approved a restoration of \$20.8 million of the 2% supplemental ending balance holdback that was included in the MAP original legislatively adopted budget for 2013-15. This is funded with one-time revenues available in the budget. The agency expects to address the remaining \$2.1 million shortfall by reducing the 2014-15 fee-for-service inflation adjustment for the Oregon Health Plan from 2.4% to 1.2%.

The final budget adjustments include additional General Fund savings of \$24.4 million as a result of the Children's Health Insurance Reauthorization Act (CHIPRA) bonus that was announced in December. A total of \$1.9 million General Fund and \$5.0 million total funds is added to the MAP budget to cover compensation changes for home health care workers who are not state employees. A total of \$12.9 million had been included in a special purpose appropriation for this purpose. That amount is fully distributed to OHA and the Department of Human Services to cover these costs.

The Subcommittee approved the following budget note relating to the health care system, and the role of Oregon Health and Science University within that system:

Budget Note:

The Oregon Health Authority will work with health systems, Coordinated Care Organizations, and health care providers to develop recommendations that ensure that Medicaid clients have access to medically appropriate and necessary inpatient or outpatient health services. Factors to be considered will include:

- (a) The acuity of the patient's condition and the urgency of the patient's need for treatment;
- (b) The role of Oregon Health and Science University as the state's only public academic health center;
- (c) The role of Oregon Health and Science University as a health care provider as well as its capacity relative to other hospitals, clinics or facilities in the community; and

(d) Advancing the goals of the triple aim, including factors such as:

- (A) delivery of quality care
- (B) cost
- (C) convenience to the patient
- (D) patient's access to care

OHA will report on the recommendations to the appropriate legislative policy committees before the 2015 session.

Addictions and Mental Health

The budget adjustments included in House Bill 5201 for Addiction and Mental Health (AMH) reflect a net decrease of \$3.2 million General Fund, an increase of \$9.2 million Other Funds limitation and a decrease of \$36.6 million Federal Funds limitation.

The rebalance plan approved by the Subcommittee includes a cost of \$2 million General Fund to keep Blue Mountain Recovery Center open until the end of March 2014. This is offset by savings of \$0.2 million General Fund as a result of the increase in the federal match rate. In addition, the budget is decreased by \$19.4 million General Fund as a result of transfers and technical adjustments. This is primarily the result of the transfer of another component of the remaining programs in AMH that will be moved to the CCOs during this biennium.

The Subcommittee approved a restoration of \$11.4 million of the 2% supplemental ending balance holdback that was included in the AMH original legislatively adopted budget for 2013-15. The agency expects to address the remaining \$1.9 million shortfall by eliminating the development of one 5-bed residential treatment home, and delaying the opening of two others by a few months.

If House Bill 4124 becomes law, the current youth suicide prevention coordinator in Public Health will move to AMH and take on a number of new responsibilities, including a new focus on intervention. AMH will coordinate with Public Health on funding to continue a position in Public Health that will continue to focus on prevention. Both these positions will have an important role to play as the new investments in children's mental health are implemented.

The Subcommittee approved a General Fund appropriation of \$50,000 for the Buckley sobering center of Willamette Family Treatment Services. This is one-time funding to establish a pilot at the center, in order to determine the efficacy of allowing the sobering center to sign clients up for the Oregon Health Plan, if appropriate, as well as the effectiveness of including peer support navigators on staff to facilitate on-going treatment. AMH and the center will report the results of the pilot during the 2015 legislative session.

House Bill 5201 includes an additional \$2.9 million General Fund to increase rates for Alcohol and Drug adult residential facilities. House Bill 5008 (2013) set aside a special purpose appropriation of \$3.3 million for this purpose, and the agency was directed to do a study on both the youth and adult systems. The agency presented that study to the 2014 Legislature. The \$2.9 million will allow the agency to increase the indigent (non-Medicaid) rate for adults from the current \$105.50 per bed per day up to \$120.00 (both rates include the current \$20 rate for room and board). This increase will be for both years of the biennium. This brings the indigent rate up to the same level as the Medicaid fee-for-service and CCO rate. In addition, the room and board rate will be increased from \$20.00 to \$24.00 for indigent, fee-for-service and CCOs,

OREGON DEPARTMENT OF EDUCATION

effective January 1, 2014. It is not ideal to increase the room and board rate, because that portion of the total rate cannot be matched. However, an increase in the treatment portion of the rate would flow through the CCO budgets, and they are capped at this time.

The Subcommittee approved the agency plan to spend the remaining \$10 million Other Funds revenues from the increase in the cigarette tax that was dedicated to community mental health programs. AMH plans to invest \$5 million of the funding in rental assistance programs through the current structures within the agency. For the other \$5 million, AMH plans to partner with the National Alliance on Mental Illness (NAMI) and the Oregon Residential Provider Association (ORPA) for development of supported housing for individuals with mental illness, who will seek out grants, gifts and contributions to supplement the state money to support this development. The state funding will provide not more than 20% of the costs for the construction of the housing, and up to 50% of the start-up costs of the housing. The partners will convene a work group to advise in developing and prioritizing the list of projects. In order to ensure that the money available is invested this biennium, timelines will be established for funds to be committed. Funds that are not committed by those deadlines will be utilized for additional rental assistance funding. The partners have agreed on a Memorandum of Understanding that lays out these details. This \$5 million funding is to be considered one-time for purposes of 2015-17 budget development. The Subcommittee approved the following budget note:

Budget Note:

Addictions and Mental Health, the National Alliance on Mental Illness, and the Oregon Residential Provider Association shall report back to each of the interim Emergency Board meetings on the status of all projects being considered or funded. The report should include information on each project, including location, timelines, various funding sources, number of housing units total, and number of housing units specifically for persons with mental illness. At least 10 days before a contract is signed by the Oregon Health Authority for any specific project, the agency shall notify Legislative Leadership and the Legislative Fiscal Office of their intent to sign a contract and the details of the contract.

Public Health

The budget adjustments included in House Bill 5201 for Public Health reflect a net increase of \$1.2 million General Fund, and a decrease of \$0.1 million Other Funds limitation and \$0.5 million Federal Funds limitation.

The Subcommittee approved a restoration of \$0.7 million, or all of the 2 % supplemental ending balance holdback that was included in the Public Health legislatively adopted budget. The special purpose appropriation for dental pilot projects of \$100,000 was eliminated and placed in this budget. This will enable the agency to provide staff to implement the program originally envisioned in Senate Bill 738 (2011). The Subcommittee also approved additional funding of \$270,000 for breast and cervical cancer screening services. About \$100,000 of this was needed to backfill funding shortfalls recently communicated to the agency by the Komen Foundation.

Public Health programs had three fee schedules that were approved by the Department of Administrative Services and implemented administratively during the interim. These were ratified as a part of House Bill 5202, the statewide fee ratification bill. These include the fees related to the regulation of non-transplant anatomical research recovery organizations, registration of medical marijuana facilities, and the Oregon State Public Health Laboratory fees for communicable disease tests.

The Subcommittee approved the following budget note:

Budget Note:

The Oregon Health Authority will report to the Emergency Board in September 2014 on plans to appoint a state dental director as part of the agency's 2015-17 budget request. The report will include a position description outlining the duties of this position and the estimated costs to fill the position.

Central and Shared Services/Statewide Assessments and Enterprise-wide Costs

The budget adjustments included in House Bill 5201 reflect net decreases of \$7.3 million General Fund, \$3.6 million Other Funds limitation and \$81.9 million Federal Funds limitation.

The reductions in these budgets are primarily the result of transferring the budget and staff from the Office of Health Policy and Research and the new Transformation Center, both currently in Central Services, over to the new Health Policy Programs. These actions are included in the rebalance. The Subcommittee approved a restoration of \$1.8 million, or all of the 2% supplemental ending balance holdback that was included in the legislatively adopted budget.

An updated Package 091 Statewide Administrative Savings was approved in which a portion of the agency's reduction was moved from services and supplies to personal services. These reductions are all in Shared Services, which for OHA are the information technology services provided to both OHA and the Department of Human Services. One of the strategies for efficiencies is to do more projects with agency staff, rather than hiring contractors to perform the work at a higher price. The agency also expects to reduce expenditures related to mainframe printing by working with recipients to see which reports are still used. There are also opportunities to standardize software tools and reduce the amount of annual maintenance and support required.

Department of Human Services

The Department of Human Services (DHS) 2013-15 budget is organized through eight budget structures and five appropriations. The budget structures reflect five direct program areas (Self Sufficiency, Child Welfare, Vocational Rehabilitation, Aging and People with Disabilities, and Developmental Disabilities) and three program support functions (Central, Shared Services, and State Assessments and Enterprise-wide Costs). In addition, the agency's rebalance plan approved by the Subcommittee as part of House Bill 5201 adds a new program structure – Program Design Services – to consolidate and better capture cross-program work, such as licensing and regulatory oversight. The funding and position transfers from the programs to the new structure drive decreases in program budgets that net out across the agency; these should not be confused with program reductions.

Setting aside statewide budget issues, the agency's rebalance plan, which was presented at the January 2104 meeting of the Interim Joint Committee on Ways and Means, generates a net savings of \$0.5 million General Fund. This net positive position reflects both costs and savings tied to agency caseloads, costs per case, and a slightly higher federal percentage for FMAP eligible costs. It also accounts for new program funding gaps identified since the 2013 session, including \$2.2 million General Fund needed to avoid going to a wait list for Vocational Rehabilitation services and \$1.9 million General Fund to cover a 6% interim rate increase for employment services providers in the Developmental Disabilities program.

OREGON DEPARTMENT OF EDUCATION

The rebalance plan also contains several technical adjustments/transfers within the agency and between DHS and the Oregon Health Authority. Internal DHS changes, mostly tied to allocating costs and budget with more precision than was used during budget development, net to zero. There is a net increase of \$1.8 million General Fund in the DHS budget due to the realignment of costs between DHS and OHA associated with mental health facility development and outreach services; changes between the two agencies net to zero.

In addition to rebalance adjustments, the Subcommittee approved a direct restoration of \$11.4 million General Fund withheld in the legislatively adopted budget for the 2% supplemental ending balance; this represents 25% of the holdback amount. Through the use of one-time revenues in both OHA and DHS, including \$3.3 million Federal Funds in bonus revenue received under the Supplemental Nutrition Assistance Program (SNAP) and \$15.0 million Federal Funds in Temporary Assistance for Needy Families (TANF) carryforward revenue, the remaining holdback of \$34.2 million General Fund was covered. The Subcommittee did not make any program reductions, but budget risks do remain. These include changes to caseloads, final sequestration actions, potential federal penalties, litigation and other legal costs, and federal rule changes affecting home care workers.

The Subcommittee approved several other changes (additions) beyond the rebalance and statewide actions. The most significant of these is a series of investments totaling \$8.3 million General Fund (\$9.4 million total funds), which is sourced by \$26 million General Fund set aside side for senior programs during the 2013 Special Session. Overall, House Bill 5201 increased the agency's budget by \$66.8 million General Fund, \$27.0 million Other Funds, and \$125.4 million total funds, or about 2.4% overall. The net change to positions is an increase of 1 position and a decrease of 3.49 FTE, which reflects a mix of phase-ins, position eliminations, and classification changes.

A more detailed description of each program area follows. For context regarding caseload changes, the 2013-15 legislatively adopted budget was based on the spring 2013 caseload forecast; the rebalance adjustments in House Bill 5201 factor in caseload and cost changes tied to the fall 2013 forecast, published in December 2013.

Self Sufficiency

The budget adjustments approved by the Subcommittee for the Self Sufficiency (SS) program reflect net decreases of \$19.8 million General Fund, \$13.1 million Other Funds limitation, \$7.4 million Federal Funds limitation, and 77 positions (77.00 FTE).

Rebalance adjustments account for projected growth of about 3% in the overall 2013-15 SNAP caseload from the previous forecast. Embedded in the net increase is a decrease in the number of SS households receiving SNAP, while the number of Aging and People with Disabilities households receiving SNAP continues to grow. Caseloads in the TANF cash assistance programs are down 1% from the spring numbers, at a biennial average of 33,591 families. Overall caseload savings of \$1.0 million General Fund are included in the agency's rebalance calculation. Budget and program risks for these economically-sensitive caseloads include final structure of the SNAP program upon federal reauthorization, growth in participating households associated with increased Medicaid enrollments under the Affordable Care Act, and possible extension of unemployment benefits.

To support implementation of a new program structure, Program and Design Services (PDS), \$9.4 million total funds and 75 positions (75.00 FTE) are transferred out of SS and into PDS. Technical adjustments and transfers account for a decrease of \$44.9 million total funds and 2

positions (2.00 FTE); the largest portion is \$33.4 million totals funds associated with moving the budget for the Modernization project from SS to the Office of IT Business Supports, which is part of the new PDS budget structure.

The Subcommittee approved use of \$18.3 million in one-time federal revenues (SNAP bonus and TANF carryforward) to help fully restore the 2% holdback. Another change outside the agency's rebalance plan is a one-time investment of \$200,000 General Fund to support nutritional programs. Half of the money will help increase the number of summer and after-school food sites by at least 50 over the next year through offering technical assistance and implementing practices to help sustain programs into the futures. The other half, which will be matched with \$100,000 in federal dollars, will be used to help seniors and other eligible groups or individuals with low participation rates access SNAP benefits, update online tools, and develop client education materials around protecting benefit cards.

An increase of \$2,200,000 Other Funds expenditure limitation was also approved by the Subcommittee and should allow the Employment Related Day Care (ERDC) program to achieve an average monthly caseload of 8,500 over the last 12 months of the biennium. One-time funding to support this increase is available due to a higher than anticipated amount of Child Care Development Fund (CCDF) carryforward revenue from the 2011-13 biennium. While the budget continues to be inadequate to meet program needs – there are currently over 800 families on the waiting list – the Legislature is committed to improving program effectiveness and flexibility within available resources. With this goal in mind, the Subcommittee adopted the following budget note:

Budget Note:

The Oregon Department of Education - Early Learning Division's Office of Child Care and the Department of Human Services will convene a workgroup of stakeholders to develop a set of policy recommendations on how best to modify the ERDC program to provide child care subsidies to working parents enrolled in post-secondary higher education. The agencies will report these recommendations back to the Emergency Board in May 2014; the expectation is that rulemaking to implement legislatively approved changes would follow soon after. Program elements to address within the recommendations should include eligibility criteria, work hour requirements, school attendance verification, academic standing expectations, limitations on assistance, TANF leavers, families having children with special needs, program exit income limits, child care quality, data reporting, caseload priorities, and program evaluation.

Child Welfare

The budget adjustments approved by the Subcommittee for the Child Welfare (CW) program reflect an increase of \$16.5 million General Fund, a decrease of \$1.6 million Other Funds limitation, an increase of \$5.2 million Federal Funds limitation, and a decrease of 18 positions (18.00 FTE).

While forecasts for individual CW caseloads have fluctuated between the spring and fall forecasts, these changes did not drive any budget adjustments. The rebalance does include savings from a change in the Federal Medical Assistance Percentage (FMAP), decreasing General Fund need by \$0.9 million. Based on the latest federal estimates, the 2013-15 biennial average FMAP rate will increase from 63.06% to 63.40%, which reduces the state contribution percentage. This change also affects other agency programs.

The approved budget adjustments include \$0.3 million General Fund to correct an error made in 2013-15 budget development. In the agency's 2011-13 budget, a one-time revenue source (federal grant) was used to sustain the post-adoptions program. However, the one-time action was not

OREGON DEPARTMENT OF EDUCATION

reversed as planned. A portion of the FMAP General Fund savings is used to cover the oversight and maintain the program at the 2013-15 legislatively adopted level. Also included is spending authority and eight limited duration positions (8.00 FTE) to support work under a federal grant. DHS received legislative approval to apply for the grant, which supports recruiting resource families for foster children, in May 2013.

To support the new program structure, Program and Design Services (PDS), \$4.0 million total funds and 26 positions (16.00 FTE) are transferred out of CW and into PDS. Technical adjustments and transfers account for an increase of \$1.7 million total funds for this program.

The Subcommittee added \$800,000 General Fund to establish necessary legal, financial, and administrative foundations to launch a Pay for Prevention effort in Oregon. The money will go to the Center for Evidence-Based Policy at OHSU for conducting economic research, developing provider capacity, and building a performance measurement, accounting and reporting system. The ultimate goal of the initiative is to identify young children most at-risk, implement evidence-based supports designed to achieve specific outcomes, and invest in performance-based contracting that links payment to outcomes through social impact financing. The Subcommittee approved the following budget note related to the project:

Budget Note:

By January 1, 2015, the Office of the Governor and the Center for Evidence-Based Policy at OHSU will jointly report to the Human Services Subcommittee of the Emergency Board on how the Pay for Prevention money is being spent and project progress. In addition, OHSU shall solicit independent review from a panel of experts on key components of project as it is developed. The report will include a summary of the independent panel's assessment of the project, including project design, research validity, and project viability.

Vocational Rehabilitation

The Subcommittee approved budget adjustments for Vocational Rehabilitation (VR) equating to increases of \$3.6 million General Fund, \$6,703 Other Funds limitation, \$3.0 million Federal Funds limitation, and 10 positions (8.80 FTE).

The fall forecast projects caseload to be about 2% lower than the spring estimate. Any savings associated with fewer clients is masked by higher than expected costs per case, which have grown by about 5% from the spring 2013 forecast. Cost drivers include higher expenses for some services, such as technology devices for communication and mobility, and new referrals having needs more complex or costly to support than existing clients.

To maintain the program and cover these costs without moving to an Order of Selection (priority wait list), the budget approved by the Subcommittee includes an additional \$2.2 million General Fund. The extra state dollars will have implications for future Maintenance of Effort (MOE) requirements. No additional federal dollars are available at this time; there is a slight possibility re-allotment funds could be accessed later in the biennium to reduce General Fund and MOE impacts.

Technical adjustments and transfers account for an increase of \$2.7 million total funds and 10 positions (8.80 FTE); the bulk of the dollars and the positions are associated with moving work tied to the Governor's Executive Order 13-04 (employment services) from Developmental Disabilities to VR.

Aging and People with Disabilities

The budget adjustments approved by the Subcommittee in House Bill 5201 for the Aging and People with Disabilities (APD) program reflect an increase of \$12.2 million General Fund, a decrease of \$6.8 million Other Funds limitation, a decrease of \$4.0 million Federal Funds limitation, and a decrease of 78 positions (82.25 FTE).

Overall caseloads in long-term care facilities are down about 3% from the level funded in the legislatively adopted budget. In-home caseloads are just over 8% higher than budgeted, while both community-based facilities' and nursing facilities' caseloads are lower, by about 10% and 2%, respectively. After costs associated with higher acuity levels and lower than expected provider tax revenues, these changes drive a net savings of \$4.0 million General Fund. In addition to the caseload savings, APD also has \$6.6 million General Fund in savings due to the FMAP change noted previously.

While the caseload trends are consistent with APD policy goals, the Department is concerned that it may be too early in the biennium to safely capture and repurpose the associated savings. Risks include the implementation of the K Plan and the initiative to reduce nursing facility bed capacity.

To support creation of the new program structure, \$15.6 million total funds and 85 positions (85.00 FTE) are transferred out of APD and into PDS. Technical adjustments and transfers account for an increase of \$4.8 million total funds for this program and mostly consist of a net \$4.7 million total funds increase realigning budgets between APD and OHA (Addictions and Mental Health).

In addition to the rebalance changes and statewide adjustments, this program was significantly impacted by the Subcommittee's approval of funding for several senior programs or initiatives, including two pieces of legislation. While APD is not always the directed recipient or primarily participant in these projects, the bulk of the money does flow through DHS and the program has a key role in coordinating activities and reporting. The following section discusses the funding decisions and associated expectations.

Recommendations for 2013 Special Session \$26 million Special Purpose Appropriation for Seniors

During the 2013 Special Session in September 2013, as part of HB 5101 (2013), \$26.0 million General Fund was set aside in a Special Purpose Appropriation (SPA) to the Emergency Board for Board for future distribution to programs or activities supporting seniors. Over the four months between that action and the 2014 Legislative Session, the Department worked with a group of stakeholders to develop a list of proposals for funding allocation.

The Subcommittee approved most of the requested projects; the remaining unallocated General Fund will stay in the Senior SPA for future distribution by the Emergency Board. The legislative intent is that the proposals currently unfunded will have first priority (i.e., portions of the SPA are set aside for these) in the next round of SPA allocations, which is likely to occur as soon as May 2014. Projects are also funded with the caveat that, for ongoing initiatives, overall 2015-17 costs should not exceed the initial 2013 Special Session revenue allocation of \$41 million plus standard inflation. This funding level restriction should be considered as the both the executive and legislative branches develop budgets for the 2015-17 biennium. In addition, some projects were approved as one-time expenditures and are generally not expected to roll forward; these programs have been identified as such in the following narrative. However, these programs' status as one-time expenditures may be evaluated for

OREGON DEPARTMENT OF EDUCATION

ongoing status based on program development and the level of resources available in 2015-17. If included as ongoing, the program costs should be clearly identifiable within the 2015-17 budget build.

Funding recipients are expected to work with the Department of Human Services to provide to the Joint Committee on Ways and Means Subcommittee on Human Services during the 2015 Legislative Session a coordinated update on what was accomplished with these investments.

Projects or proposals brought forward for consideration for Senior SPA funding, along with the Subcommittee's recommendation are summarized in the table below. Subsequent narrative sections describe expectations regarding each project or proposal and next steps, including future allocations for projects for which funds are not being authorized at this time. For reference, summary item numbers 1 through 21 correspond in order to the consensus list developed by the Campaign for Oregon's Seniors & People with Disabilities; three other proposals were added as issues surfaced during the legislative session.

OREGON DEPARTMENT OF EDUCATION

2013 Special Session \$26M Appropriation Allocation Recommendations

Item #	Item	Who	Request	Approved	Recommendation
1	Geriatric/disability/mental health and addiction specialists for each county	OHA - AMH	2,800,000	-	Hold; present plan in May
2	Senior mental health training	OHA - AMH	700,000	-	Hold; present plan in May
3	Enhance funding for elder and disabled transit services	ODOT	4,000,000	4,000,000	Fund
4	Geriatric medication competency training pilot	DHS - APD	1,600,000	1,600,000	Fund but require May report on RFP
5	Training on Alzheimer's/dementias	DHS - APD	450,000	450,000	Fund but require May report on RFP
6	Training for caregivers on challenging behaviors	DHS - APD	400,000	400,000	Fund but require May report on RFP
7	First responder training on Alzheimer's/dementias	DHS - APD	500,000	500,000	Fund but require May report on RFP
8	Increase access to caregiver training statewide	DHS - APD	350,000	350,000	Fund but require May report on RFP
9	Restoration of Quality Care Fund sweep	DHS - APD	1,000,000	1,000,000	Restore fund but report on spending plan
10	SB 1553 - Public Guardianship Program	LTCO	949,183	949,183	Fund
11	Re-establish annual reporting for long term care	DHS - APD	750,000	100,000	Partially fund; report back in May
12	Develop community based care capacity index	DHS - APD	750,000	100,000	Partially fund; report back in May
13	General Assistance study	DHS - APD	112,000	112,000	Fund
14	Collect/analyze data on via annual BRFSS report	OHA - PH	30,000	30,000	Fund
15	Cash Oregon Grant for technology upgrade	DHS - APD	150,000	150,000	Fund
16	Personal Incidental Fund (PIF) from \$30 to \$100 per month	DHS - APD	1,300,000	539,728	Fund at \$60 and start indexing
17	Initiate SB 870 to expand coverage for younger persons with disabilities	DHS - APD	3,000,000	-	Hold; present pilot plan in May
18	HB 4151 - Elder Abuse Task Force Recommendation	DHS - APD	149,365	149,365	Fund
19	Adult Protection Services Technology Investment	DHS - APD	1,000,000	-	Hold; pending business case and plan
20	AAAs - Replace Older Americans Act lost due to sequestration cuts	DHS - APD	2,500,000	-	Hold; pending actual awards/need
21	AAAs - Evidence based health promotion/disease prevention	DHS - APD	1,250,000	1,250,000	Fund
22	Senior Property Tax Deferral Hardship Fund (\$313,800)	DHS - APD	313,800	313,800	Fund
23	SB 1542 - Expand Home Care Registry to Private Payers	DHS - APD	1,281,297	1,281,297	Fund
24	Medford Senior Center Nutrition Program	DAS	20,000	20,000	Fund

Total **25,355,645** **13,295,373**

SPA Amount	26,000,000	26,000,000
SPA Remaining	644,355	12,704,627

Items #1 and #2 were not funded by the Subcommittee, pending a report to the May meeting of the Emergency Board. The current \$3.5 million General Fund (\$7.0 million total funds) proposal places geriatric and disability mental health and addiction specialists in all 36 county mental health programs, in order to improve services for older adults with mental illness. Behavioral health services for older adults rest in systems of care that are often times disconnected. These systems include Aging and People with Disabilities long term care, home health, Medicare (including Medicare Advantage plans) and community mental health programs. The geriatric specialist would focus on the coordination of these systems within their community to meet the behavioral health needs of older adults. In its report, the Oregon Health Authority will provide a more detailed plan for both the services and training components of the proposal. The report should include how to structure the program and how to best work with Coordinated Care Organizations, in both the short and long run, considering that these staff would service Medicare clients as well as those eligible for Medicaid. The report should also address the appropriate level of staffing in different areas of the state.

Item #3 was funded, adding \$4.0 million General Fund for senior and disabled transportation budgeted in the Department of Transportation (ODOT). The program distributes funds to counties, transit districts, and tribes that provide transportation services for older adults and persons with disabilities. This infusion brings total funding for the biennium to \$11.0 million, which is about 30% of the estimated need as evaluated in a 2010 study by Portland State University.

Items #4 through #8, at a total of \$3.3 million General Fund were approved on a *one-time* basis for the Department of Human Services to fund a broad scale Caregiver Training Initiative designed to provide consistent, standardized, and evidence-based training across all segments of the long term care services and supports (LTCSS) continuum. The growing population of seniors and people with disabilities requires a well-trained workforce and the development of additional community resources for both professional and family caregivers. Curriculum, trainings, and capacity development will be targeted in the following areas:

- Geriatric medication management and competency
- Alzheimer's disease and related dementias
- Challenging behaviors in non-dementia populations
- Specialized training for the public safety workforce on Alzheimer's and related dementias
- Enhanced training and access to caregiver trainings in underserved areas, populations and settings

DHS will issue a Request for Proposal (RFP) for organizations with the demonstrated experience, competency, expertise and ability to develop, coordinate and conduct trainings, curriculums and materials to reach all the intended audiences identified. Organizations will need to demonstrate the ability to work statewide with both private and public entities in the development, coordination and successful execution of this initiative. Programming should be aligned with current state policy initiatives.

The Subcommittee directed DHS to report back to the Emergency Board in May on the status of the RFP with the goal being for trainings to commence by July 2014.

For **Item #9**, the Subcommittee approved a *one-time* allocation of \$1.0 million General Fund, which allows Quality Care Fund resources to be directed back from general program expenditures to training, technical assistance, quality improvement initiatives and licensing activities. The fund's revenue comes from long-term care facility licensing fees and civil penalties. Prior to formally allocating Quality Care Fund dollars to projects or initiatives, the Department will report to the Emergency Board on the spending plan, the process used to decide on fund allocations,

and the overall plan for managing the fund going forward. This report will be provided in May 2014 in conjunction with the training RFP report discussed above.

Funding for **Item #10**, which was approved in the amount of \$949,183 General Fund, will support a new Public Guardian and Conservator program within the office of the Long Term Care Ombudsman (LTCC). The program is created with passage of SB 1553 (2014); more information on the program is included in the LTCC narrative.

Items #11 and #12 take care of two data and information reporting gaps in the Department of Human Services. The approved initial allocation of \$200,000 General Fund (\$100,000 per project) will allow DHS to develop a work plan and more precise costing for these projects before returning to request the remaining funding. The first project will restart annual Nursing Facility and Community Based Care utilization reports, which were discontinued in 2009 due to budget reductions. The second effort is around improving availability of quality information on community based care facilities, through development of a website that will contain information on facility location, type of care, vacancies and customer satisfaction.

An allocation of \$112,000 General Fund (**Item #13**) will allow the Department of Human Services, with stakeholder participation, to conduct a **one-time** study on and make recommendations for a program designed to provide temporary cash assistance to low-income, childless adults with disabilities (at a minimum). The Department will report the study results and program recommendations to the appropriate House and Senate policy committees and the Joint Committee on Ways and Means during the 2015 Legislative Session. The report should include, but not be limited to, data on special populations, such as homeless persons, veterans, and individuals nearing or on post-prison supervision, eligibility requirements, services offered, desired outcomes, cost avoidance, potential pilot projects, and a menu of program/funding options.

Item #14, funded at \$30,000 will go to the Oregon Health Authority (Public Health) to pay for collecting specialized data on cognitive data and caregiving under the Behavioral Risk Factor Surveillance System. These data are particularly important for the Oregon Chapter of the Alzheimer's Association and its efforts to advance research, to provide and enhance care and support, and to reduce the risk of dementia through the promotion of brain health.

The Subcommittee approved **Item #15**, at \$150,000 General Fund, which supports a grant to Cash Oregon to support the one-time purchase of new laptops for the AARP Tax Aide program. This is a volunteer program that helps low-income seniors prepare tax returns.

Each Medicaid nursing facility resident has a monthly allowance to cover personal incidental needs (**Item #16**); this amount has been set at \$30 per month for the last twenty years. The Subcommittee approved \$539,728 General Fund and \$952,472 Federal Funds for DHS to increase the amount to \$60 per month, effective July 2014. Beginning with the 2015-17 biennium, the Department is directed to begin indexing personal incidental fund increases in nursing facilities to annual increase percentages published by the social security administration. (The approved recommendation was modified from the original proposal, which requested an increase to \$100 without any indexing.)

For **Item #17**, the Subcommittee retained \$3.0 million General Fund within the SPA for distribution in May 2014, after DHS and stakeholders have brought forward a pilot project plan to make Oregon Project Independence services available to people with disabilities, as envisioned by SB 870 (2005). To provide more specific direction, the Subcommittee adopted the following budget note:

Budget Note:

The Department of Human Services shall develop a pilot project to expand Oregon Project Independence services to people with disabilities effective July 1, 2014. To meet this timeline, the Department will need to make emergency rules; that rulemaking will incorporate the feedback of appropriate stakeholders and advocates. Appropriate parties include, but are not limited to, the Oregon Association of Area Agencies on Aging and the Disability Services Advisory Councils. The pilot shall cover a regionally diverse area of Oregon, including both rural and metropolitan areas. The Department shall report on the pilot project plan, which should cover structure, outreach, evaluation, and budget components, and request release of SPA funds at the May 2014 meeting of the Emergency Board.

The Department of Human Services will study and report back to the appropriate 2015 legislative committees on the potential to transition Oregon Project Independence to a statewide, age neutral program that assesses and serves seniors and persons with physical disabilities based on need. This report will include cost projections for the expansion of services, projected caseloads and demographic distribution.

Funding for ***Item #18***, which was approved in the amount of \$149,365 General Fund, \$118,680 Federal Funds, and two positions (1.34 FTE) supports work under HB 4151 (2014). This bill sets consistent timelines for investigations of elder abuse cases by DHS and directs the agency to adopt policies and guidelines for the development of an electronic database of abuse reports and to standardize investigation and reporting practices. A registry of persons working or seeking to work in elder care facilities will be implemented by January 1, 2015; the registry will augment the existing criminal background check system. One of the new positions will work with the standardized practices and protocols related to the abuse reporting and investigating components of the bill. The other one will be responsible for the registry work, including coordination with reporting facilities and development of registry rules.

Discussions regarding various systems and worker registries led the Subcommittee to adopt an associated budget note:

Budget Note:

The Department of Human Services will report to the Joint Committee on Ways and Means during the 2015 Legislative Session on the “ready to work” registry and associated rules required under HB 4151 (2014). The report should also include a section on the feasibility of developing a comprehensive (diverse care settings) and multipurpose (employment, referral, certification, background check, abuse) care worker registry, including potential efficiencies, benefits, costs, and barriers. Lastly, the report will provide an update on how administrative rule changes required by HB 3168 (2013) have reduced duplicative background check counts and decreased waiting times for applicants.

The Subcommittee did not fund ***Item #19***, which is a DHS request for funding to begin developing a new system to manage adult protective services activities. At a minimum, the Department plans to finalize a system business case and explore opportunities for federal funding before returning the Emergency Board to report on the project’s progress and potentially request at least an initial allocation from the Senior SPA.

Item #20 is a request for \$2.5 million in state funding to backfill anticipated federal reductions in federal Older Americans Act dollars. Several programs administered by the local Area Agencies on Aging (AAA) are potentially affected by sequestration reductions. However, federal funding award letters have not yet been received and more recent information indicates that the shortfall may be much less than expected, if not completely mitigated. Accordingly, the Subcommittee did not allocate funds, but welcomes a SPA allocation request during the interim, depending on final federal awards and demonstrated need. Not taking action on potential sequester reductions at this time is also consistent with the approach taken in other areas of the DHS budget, where sequester impacts continue to remain an unfunded risk.

The Subcommittee approved **Item #21**, which provides \$1,250,000 General Fund to support statewide AAA efforts in the areas of Evidence Based Health Promotion and Disease Prevention. These programs serve individuals with long-term services and supports needs regardless of eligibility for entitlement programs. The money will be distributed through formula, with each region putting together a plan for that will include anticipated numbers of individuals served and outcomes.

To address back taxes for certain seniors who were allowed back into the senior property tax deferral program after being disqualified in 2011, the Subcommittee added \$313,800 General Fund (**Item #22**). The plan is for these *one-time* funds to flow through DHS to one or more Area Agencies on Aging to perform eligibility and authorize payments.

Funding for **Item #23**, which was approved in the amount of \$1,281,297 General Fund and five positions (1.41 FTE) supports work under SB 1542 (2014). This bill requires the Home Care Commission (budgeted within DHS) to administer a program enabling private payers to buy home care services from the Commission's home care registry. Currently, only individuals covered by Medicaid may hire caregivers through the registry. Under the program, the Commission will be responsible for a variety of tasks, including publicizing the registry, screening workers, setting standards, providing referrals, establishing rates, and paying wages. After General Fund pays for *one-time* start-up costs, the program will be self-supporting; the bill allows the Commission to set consumer rates at levels that support recovering up to 107% of program costs.

For **Item #24**, the Subcommittee approved \$20,000 General Fund in the DAS budget as a *one-time* pass-through to the Medford Senior Center to cover emergency need in its senior nutrition program. Last fiscal year, the program provided 17,159 meals for the elderly in Jackson County.

Developmental Disabilities

The budget changes approved by the Subcommittee in House Bill 5201 for the Developmental Disabilities (DD) program reflect net increases of \$21.9 million General Fund, \$1,291 Other Funds expenditure limitation, \$41.8 million Federal Funds expenditure limitation, and a decrease of 80 positions (78.80 FTE).

Both caseloads and cost per case in DD programs are expected to be higher than the previous forecast, driving an increase of \$10.8 General Fund (\$22.0 million Federal Funds). Caseload counts are growing and clients are moving between service categories, primarily because under the K Plan services must be provided to all eligible applicants. Costs per case are also going up due to increasing client acuity. While the legislatively adopted budget attempted to build in K Plan impacts, some elements, such as significantly more children entering the DD system or side effects of brokerages being pushed to capacity, were not anticipated in the previous forecast. These and other issues will continue to be risks moving forward.

OREGON DEPARTMENT OF EDUCATION

The caseload associated costs are partially offset by FMAP rate savings of \$4.9 million General Fund and participation rate adjustments resulting in savings of \$1.3 million General Fund.

Other program costs covered in the rebalance include \$1.3 million General Fund (\$2.6 million total funds) to keep funding for the Community Developmental Disability Programs (CCDP) at 94% equity; a budget estimate error resulted in the equity level being underfunded. Another budget change provides \$1.9 million General Fund (\$5.2 million total funds) to cover a 6% interim rate increase for DD employment services providers; this item was included after discussion during November 2013 Legislative Days.

To support implementation of a new program structure, Program and Design Services (PDS), \$9.9 million total funds and 67 positions (67.00 FTE) are transferred out of APD and into PDS. Technical adjustments and transfers account for a decrease of \$4.4 million total funds and 13 positions (11.80 FTE) for this program.

Another technical change in this program area is a title clarification. To better characterize program clients, DHS is now referring to this program as Intellectual and Developmental Disabilities (I/DD).

The Subcommittee added \$490,000 General Fund (\$1,136,368 total funds) to cover a gap in some CDDP budgets due funding formula changes that left 11 of the programs with budgets below 2011-13 levels. This action corrects that disparity and supports program stability while the Department and the CDDPs are transitioning to a workload, instead of caseload, model for 2015-17 budget development.

Program Design Services

The Subcommittee approved the following budget for Program Design Services (PDS): \$20,225,454 General Fund, \$11,026,715 Other Funds, \$78,907,230 Federal Funds, and 253 positions (253.00 FTE). The idea behind establishing this new structure is to capture program design services and some direct services to DHS clients and programs that span across the Department's five major program areas. The budget is created primarily through budget transfers from other programs. The agency's plan is to increase both program utility and transparency by consolidating certain services, which include the following offices: Program Integrity, Licensing and Regulatory Oversight, IT Business Supports, Business Intelligence, and Continuous Improvement.

In addition to budget transfers, also included is an additional \$38 million Federal Funds expenditure limitation to leverage and spend additional federal match received for the Modernization technology project. The project is now housed in IT Business Supports; previously it was under the Self Sufficiency program.

Initially, the resources for each office were expected to continue to be part of each relevant program budget. However, due to budget and accounting system limitations, DHS was having difficulty providing managers and office customers with meaningful, timely, and accurate budget reports. For each program area receiving services, the Department will still be able to report on the nature and cost of services provided.

Central Services

The budget adjustments included in House Bill 5201 reflect the following net changes for Central Services: an increase of \$542,649 General Fund, a decrease of \$115,287 Other Funds expenditure limitation, and an increase of \$307,909 Federal Funds expenditure limitation. Embedded in these figures is a decrease of \$276,548 total funds associated with technical adjustments and transfers.

Shared Services

The Subcommittee approved a net increase of \$8.2 million Other Funds expenditure limitation and a net decrease of 9 positions (9.24 FTE). The changes are primarily due to technical adjustments and transfers, including five positions moving from APD and OHA-AMH to Shared Services. An increase of \$1.8 million Other Funds expenditure limitation would allow the budget to support activities in DHS and OHA program affected by 2013-15 policy option packages.

An updated Package 091 Statewide Administrative Savings was approved by the Subcommittee, and includes eliminating fourteen permanent full-time positions. The revised plan also attributes \$2 million in General Fund savings to lower leases, budgeted in Statewide Assessments and Enterprise-wide Costs, instead of Personal Services in Shared Services. The eliminated positions are as follows:

- Financial Services (3 positions, 3.00 FTE) – Principal Executive Manager D, Office Specialist 1, Administrative Specialist 2
- Shared Services Administration (1 position, 1.00 FTE) – Executive Support Specialist 2
- Performance Excellence (2 positions, 2.00 FTE) – Operations & Policy Analyst 3, Operations & Policy Analyst 4
- Human Resources (2 positions, 2.00 FTE) – Principal Executive Manger D, Human Resources Assistant
- Budget/Planning/Analysis (2 positions, 2.00 FTE) – Operations & Policy Analyst 3, Fiscal Analyst 2
- Communications (1 position, 1.00 FTE) – Operations & Policy Analyst 3
- Payment Accuracy & Recovery (3 positions, 3.00 FTE) – Revenue Agent 2, Administrative Specialist 2, Human Services Specialist 4

Statewide Assessments and Enterprise-wide Costs

The budget adjustments included in House Bill 5201 reflect the following net increases for this program unit: \$11.6 million General Fund, \$29.4 million Other Funds expenditure limitation, and \$7.6 million Federal Funds expenditure limitation. Within these numbers, technical adjustments and transfers account for an increase of \$6.0 million General Fund (\$11.2 million total funds), primarily to align the assessment budget with policy package changes in program budget structures.

In addition, the approved rebalance plan includes a request for \$30 million Other Funds expenditure limitation to support accessing a line of credit. For several biennia, the agency has used a line of credit and borrowed funds from the Treasury to finance prepayments and account for a lag in receipt of certain revenues, including provider taxes. As was done for the 2011-13 biennium, the Subcommittee requests that the Department of Administrative Services (DAS) unschedule the expenditure limitation to be accessed only as needed depending on cash flow issues. The DAS Chief Financial Office and the Legislative Fiscal Office will jointly approve any rescheduling.

An updated Package 091 Statewide Administrative Savings was approved by the Subcommittee, shifting \$2 million in General Fund savings to account for lower leases, instead of Personal Services savings. The agency identified a list of 99 leases that are set to expire over the course of the biennium and will track and document the savings expected to be achieved through improved contracting and negotiating tools. The

OREGON DEPARTMENT OF EDUCATION

Department and the DAS Chief Financial Office has committed to holding budgets associated with these leases at assumed savings level for 2015-17 budget development, regardless of lease negotiation outcomes.

Long Term Care Ombudsman

The Subcommittee approved an increase of \$39,554 General Fund, which fully restores the agency's 2% supplemental ending balance holdback included in the legislatively adopted budget. The restoration will allow the agency to meet budget needs without jeopardizing implementation of Senate Bill 626 (2013), which expanded the duties of the Long Term Care Ombudsman to advocate for residents of care facilities who have mental illness or developmental disabilities.

No changes were needed to reconcile Package 091 Statewide Administrative Savings, leaving the placeholder budget category reductions intact.

To cover costs associated with Senate Bill 1553 (2104), which establishes the Public Guardian and Conservator within the office of the Long Term Care Ombudsman, the Subcommittee approved \$949,183 General Fund, 5 positions, and 2.25 FTE. This new program helps persons without relatives or friends willing or able to serve as guardians or conservators; services range from making care decisions to handling financial issues. Along with providing direct services, the program will set professional standards for and certify guardians and conservators, produce training materials, develop a volunteer program to assist the guardians and conservators, establish an eligibility process for program services, and work with local programs and organizations to provide services.

The fiscal impact includes Personal Services and related Services and Supplies for the following five positions: a Principal Exec/Manager D (Deputy Long Term Care Ombudsman), a Program Analyst 4 (Public Guardian), an Administrative Specialist 2, and two Program Analyst 2 positions (Deputy Public Guardian). Since the program starts mid-biennium, costs for 2015-17 are projected to more than double due to the additional year and anticipated growth. The budget estimate assumes a caseload of 165 clients/wards per year.

JUDICIAL BRANCH

Commission on Judicial Fitness and Disability

The Subcommittee increased General Fund appropriations by \$2,028 to restore 50% of the agency's 2% supplemental General Fund ending balance holdback.

Judicial Department

The Subcommittee increased General Fund appropriations by \$3,086,092 to restore approximately 49% of the agency's 2% supplemental General Fund ending balance holdback. The amounts of the holdback restored include a \$2 million restoration to Operations (approximately 37%). The Judicial Department's 2% ending balance holdbacks on pass-through appropriations received 25% restorations. General Fund increases to Mandated payments and to Third-party debt collection exceeded the 2% holdbacks to those programs. The Subcommittee appropriated \$762,585 General Fund to Mandated payments, to restore both the 2% supplemental General Fund ending balance holdback, and the 5% General Fund services and supplies reduction, included in the legislatively adopted budget. The Subcommittee appropriated \$250,000 General Fund to the Department, and an additional \$700,000 General Fund in a special purpose appropriation to the Emergency Board, for Third-party debt collection

OREGON DEPARTMENT OF EDUCATION

costs. These costs vary with the amount of debt successfully collected. The special purpose appropriation serves as a set aside to provide additional funding if debt collection levels are high enough to make to the funds necessary. The Subcommittee also approved a \$1,300,000 General Fund special purpose appropriation to the Emergency Board for Operations support. The Department may request funds to finance one-time operations investments and service increases.

The Subcommittee reduced the General Fund appropriation for Judicial compensation by \$108,823, and the General Fund appropriation for Debt service by \$144,201. The Judicial Department carries forward any General Fund appropriations from the prior biennium that remain unspent. Carry-forwards in these two areas were larger than anticipated when the budget was approved in the 2013 session, resulting in funding levels that are higher than needed to fund program costs. The two General Fund appropriation reductions reduce support to the levels needed, and will not require any reduction in judicial compensation or debt service payments. The Subcommittee also approved a one-time \$50,000 General Fund appropriation for transfer to the Douglas County court facilities security account, to assist the county in providing needed security protection at the county courthouse. This appropriation will be phased out in the development of the Department's 2015-17 biennium current service level.

Finally, the Subcommittee approved a \$2,565,968 Other Funds expenditure limitation increase for grant-funded programs. The expenditure limitation increase will accommodate expenditure of both currently awarded grants, and of projected renewals of expiring grants at current levels, that support drug and specialty courts, pretrial release programs, and other initiatives. The grant funds are provided by the Criminal Justice Commission and non-state sources.

Public Defense Services Commission

The Subcommittee increased General Fund appropriations by \$4,868,381 to restore most of the agency's 2% supplemental General Fund ending balance holdback. The amounts of the holdback restored include a 75% restoration to the Appellate Division; 50% restoration to the Contract and Business Services Division; and a full restoration to Professional Services, the portion of the agency's General Fund that finances the Commission's purchases of trial-level public defense services provided by independent contractors and hourly-paid private sector attorneys.

The Subcommittee also increased the General Fund appropriation to the Contract and Business Services Division by \$48,631, to correct the support level for state government services charges in the agency budget. An error in the 2013-15 biennium Governor's recommended budget underfunded support for charges for payroll services.

LEGISLATIVE BRANCH

The Legislative Branch retains its General Fund reversions from the previous biennium. The legislatively adopted budget included anticipated reversions but adjustments are now needed after the actual amounts are known. The following adjustments are included in the bill:

- The Legislative Administration Committee is increased by \$251,000.
- The Legislative Assembly (Biennial Offices) is decreased by \$251,000.
- The Legislative Assembly (Members – Interim) is increased by \$275,000.
- The Legislative Assembly (Members – Session) is decreased by \$275,000.

OREGON DEPARTMENT OF EDUCATION

- The Legislative Revenue Office is increased by \$13,000.
- The Legislative Fiscal Office is decreased by \$13,000.

The bill includes a restoration of 25% of the 2% supplemental ending balance holdback for all of the Legislative Branch agencies.

NATURAL RESOURCES

Department of Agriculture

The Subcommittee approved a one-time \$125,000 General Fund appropriation for use by Portland State University's Consensus Center to support a balanced task force to begin examining labeling requirements, liability, compensation, budgetary requirements and any other areas relating to genetically engineered agricultural products and recommend if new authorities or statutory changes are needed. The Subcommittee also approved a one-time \$65,000 General Fund appropriation to pay the costs necessary to establish administrative rules and put the program processes in place to be able to issue licenses and permits for industrial hemp production.

Other Funds expenditure limitation was increased by \$430,590 for the food safety program. These funds will be used to hire three new inspector positions (1.75 FTE), which will allow the Department to conduct food safety inspections of facilities on a shorter interval than is currently possible.

The Subcommittee approved the standard 25% restoration rate for the supplemental ending balance reductions, which resulted in the restoration of \$96,102 General Fund. The Subcommittee also approved an updated Package 091 Statewide Administrative Savings, which moved some of the Other Funds reductions from administrative support services to agency programs.

Columbia River Gorge Commission

The Subcommittee restored the full 2% supplemental ending balance holdback of \$17,820 General Fund for the Columbia River Gorge Commission. This action brings the Commission's 2013-15 budget back to parity with the budget adopted by the State of Washington for the agency.

Department of Energy

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, eliminating a part time Office Specialist 1 position (0.63 FTE) and reducing FTE on an Accounting Technician 3 position (-0.58 FTE).

House Bill 5201 includes a net of \$276,190 in additional Other Funds expenditure limitation, to facilitate the expenditure of lottery bond proceeds totaling \$10,152,380. Ten million dollars is intended to be deposited into the Jobs and Energy and Schools Fund and granted by the Oregon Department of Energy to Clean Energy Works Oregon, which will utilize the funding to facilitate the delivery of energy efficiency projects; \$152,380 is for bond-related costs.

Department of Environmental Quality

The Subcommittee approved a \$375,000 General Fund appropriation and three limited duration positions (1.04 FTE) to conduct air toxics monitoring in the Swan Island area. The funds will be used to operate a new air toxics monitor to better understand what air toxics people are exposed to in the vicinity of Swan Island. The monitoring work will continue into the first few months of the 2015-17 biennium, with a roll-up cost of \$120,389 General Fund and three limited duration positions (0.48 FTE).

The Subcommittee approved the standard 25% restoration rate for the supplemental ending balance reductions, which resulted in the restoration of \$130,726 General Fund. The Subcommittee also approved an updated Package 091 Statewide Administrative Savings, which moved some of the reductions from Agency Management to the Air, Water, and Land Quality programs and eliminated 2 positions and 2.50 FTE in Land Quality.

Department of Fish and Wildlife

The Subcommittee approved the transfer of \$613,000 Federal Funds from the Fish Division to Capital Improvement to comply with new federal rules that require states to hold title to any land acquired using federal funds from the Sportfish Restoration Fund. The Department has traditionally used a portion of these funds to partner with the Oregon State Marine Board to improve public boating access. In the past the funds were awarded and a local government held title to any land purchased as part of these projects. The Department will now have to hold title, but local governments will continue to manage and maintain these facilities. The Subcommittee also approved the transfer of \$183,000 Other Funds from the Fish Division to Capital Improvement to replace a condemned residence at the Cedar Creek Hatchery.

The Subcommittee approved the transfer of \$1,104,325 Federal Funds and \$359,548 Other Funds from the Wildlife Division to Capital Improvement to reflect plans to use these monies for land acquisition to increase hunter access, habitat improvement, and for capital improvements to existing facilities. The Federal Funds are from the Pittman Roberts Program (PR) which distributes revenue from a federal excise tax on sporting arms and ammunition. The Other Funds are necessary to meet PR match requirements.

The Subcommittee approved the standard 25% restoration rate for the supplemental ending balance reductions, which resulted in the restoration of \$73,671 General Fund. The Subcommittee also approved an updated Package 091 Statewide Administrative Savings, which eliminated 3 positions and 3.42 FTE in the Administrative Services Division.

State Forestry Department

The Subcommittee approved a restoration of \$457,618 of the 2% supplemental ending balance holdback that was included in the agency's original legislatively adopted budget for 2013-15. That represents 50% of the initial holdback for Fire Protection and 25% of the initial holdback for Private Forests. No revisions were needed to implement Package 091 Administrative Savings, consistent with the original placeholder reduction.

The Subcommittee approved \$40 million General Fund to supplement the 2013-15 Department's Fire Protection Division appropriation. The funding covers the estimated state's share of \$75 million in net costs for the 2013 fire season. \$10 million is the deductible on the state's and landowners' insurance policy. The additional \$30 million covers costs that exceeded the state's \$10 million deductible, the landowners' \$10

million deductible, and the insurance policy \$25 million payout. The Department will reconcile the 2013 and 2014 fire seasons and report on total costs during the 2015 Legislative Session.

Department of Geology and Mineral Industries

The Subcommittee approved a restoration of \$12,880 of the 2% supplemental ending balance holdback that was included in the agency's original legislatively adopted budget for 2013-15. That represents 25% of the initial holdback.

The Subcommittee approved an updated Package 091 Administrative Savings, moving a portion, primarily in Other Funds expenditure limitation, from personal services to services and supplies.

Department of Land Conservation and Development

The Subcommittee approved a restoration of \$59,087 of the 2% supplemental ending balance holdback that was included in the agency's original legislatively adopted budget for 2013-15. That represents 25% of the initial holdback. Funds restored include \$24,653 in the grants program for grants, and \$34,434 in the operations and planning program for personal services.

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, eliminating one position (0.75 FTE) and moving a portion of the reduction from personal services to services and supplies.

Land Use Board of Appeals

The Subcommittee approved a restoration of \$7,738 of the 2% supplemental ending balance holdback that was included in the agency's original legislatively adopted budget for 2013-15. That represents 25% of the initial holdback.

Department of State Lands

No revisions were needed to implement Package 091 Administrative Savings, consistent with the original placeholder reduction.

The Department is planning an agency-wide reorganization. The Subcommittee approved increasing the Department's Other Funds expenditure limitation by \$135,684. The purpose is securing professional services for business process mapping, review, and improvement recommendations, in support of the reorganization.

The South Slough National Estuarine Research Reserve has received a \$1 million grant award notice from the U.S. Fish and Wildlife Services. The grant will enable the Department to add 240 acres to Reserve property. The Subcommittee recommended increasing Federal Funds expenditure limitation by \$1 million and Other Funds expenditure limitation by \$58,700. The Other Funds provide part of the required match. The remaining match will be provided by in-kind work and contributions from supportive local entities.

State Marine Board

The Subcommittee approved an updated Package 091 Statewide Administrative Savings by taking all of the administrative savings in services and supplies. The Board did not have sufficient vacant positions to take additional cuts to personal services.

Parks and Recreation Department

The General Fund reduction taken for the 2% supplemental ending balance holdback was not restored.

No revisions were needed to implement Package 091 Administrative Savings, consistent with the original placeholder reduction.

Water Resources Department

House Bill 5201 includes a 25% restoration of the 2% supplemental ending balance holdback that was included in the agency's original legislatively adopted budget for 2013-15. The restoration will allow the Water Resources Department to fill a position in the Field Services Division that was held vacant in order to generate the required savings.

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, reallocating among expenditure accounts to affect permanent administrative cost reductions. To accommodate the General Fund personal services reduction of \$58,076, a 0.50 FTE grant administration position was reduced to 0.25 FTE. Other Funds personal services reductions of \$28,742 and services and supplies reductions of \$39,053 are allocated entirely to services and supplies.

The Subcommittee included the following budget note:

Budget Note:

The Water Resources Department will dedicate up to \$2.25 million of the \$10 million net proceeds from the lottery bond sale as authorized by Senate Bill 5533 (2013) or utilize authority under Package 204 in Senate Bill 5547 (2013) for the purposes of matching federal funds for ongoing studies conducted by the United States Army Corps of Engineers to allocate stored water in the Willamette Basin Project Reservoirs and to conduct a comprehensive basin study by the United States Bureau of Reclamation in the Deschutes River Basin. Of the up to \$2.25 million, up to \$1.5 million shall be reserved for the Willamette Basin Project Reallocation and \$750,000 shall be reserved for the Deschutes Basin Comprehensive Basin Study. Any reserved funds remaining after the completion of these two studies shall be made available for other purposes of the Water Supply Development Account as authorized under Senate Bill 839 (2013).

Oregon Watershed Enhancement Board

The Subcommittee increased the Measure 76 Lottery Funds allocations from the Watershed Conservation Operating Fund to the Department of State Police by \$183,060 and the allocation to the Department of Agriculture by \$141,485 to fund state employee compensation changes. The Department of Fish and Wildlife and the Department of Environmental Quality will use existing Measure 76 fund balances to pay for state employee compensation changes and therefore did not need an increase in Lottery Funds allocation.

No revisions were needed to implement Package 091 Statewide Administrative Savings, consistent with the original placeholder reduction.

PUBLIC SAFETY

Department of Corrections

The Subcommittee restored \$26,043,835 General Fund, nearly the full 2% supplemental ending balance holdback. The funding allocation by division is unchanged from the legislatively adopted budget for 2013-15.

- \$17,849,890 in Operations and Health services
- \$4,342,090 in Community Corrections
- \$2,570,120 in Administration, general services, and human resources
- \$1,281,735 in Offender management and rehabilitation

The Capital Improvements 2% holdback was not restored.

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, eliminating 2 positions and 2.00 FTE in information technology. A portion of the agency's reduction was also moved from personal services to services and supplies.

Criminal Justice Commission

The Subcommittee restored \$69,366 General Fund of the 2% supplemental ending balance holdback that was included in the agency's original legislatively adopted budget for 2013-15; this amount represents 25% of the holdback. The Commission will utilize the restored funds for Attorney General costs related to rule-making implementation for the Justice Reinvestment Grant Program established in HB 3194 (2013).

An updated Package 091 Statewide Administrative Savings was approved, that included shifting the full amount of the reduction to services and supplies. This action was taken primarily because the agency's budget is 93% special payments and contains only 9 positions.

District Attorneys and Their Deputies

The Subcommittee restored the full 2% supplemental ending balance holdback of \$209,190 General Fund for the District Attorneys. This action was taken primarily because the agency's budget is 96% personal services and without the restoration the agency would need to reduce district attorney working days.

The Subcommittee added \$240,000 General Fund to the budget of the District Attorneys to provide a one-time \$5,000 compensation increase to the salary plan for each District Attorney effective July 1, 2014. It is the intent of the Subcommittee that this appropriation be used to increase the salary of each District Attorney by the \$5,000 amount regardless of what tier each District Attorney is currently in within the compensation plan.

Department of Justice

The Subcommittee restored the full 2% supplemental ending balance holdback of \$1,212,520 General Fund for the Department of Justice. The Subcommittee, however, repurposed the restoration by restoring the \$1.2 million in the following amounts for the following purposes:

- \$6,000 to the Office of the Attorney General and administration for Project Clean Slate

OREGON DEPARTMENT OF EDUCATION

- \$87,865 to the Crime Victims' Services Division for Oregon Domestic and Sexual Violence Services
- \$25,043 to the Crime Victims' Services Division for Multidisciplinary Teams and Child Abuse Intervention
- \$1,992 to the Crime Victims' Services Division for the Address Confidentiality Program
- \$1,091,620 to the Criminal Justice Division for support of the Internet Crimes Against Children program, the Fusion Center, and district attorneys and law enforcement partners.

The addition of the General Fund to the Criminal Justice Division (\$793,340 personal services and \$298,271 services and supplies) will allow the Department to retain an existing forensic investigator position assigned to the Internet Crimes Against Children program, establish four limited duration positions (3.46 FTE; one PEM D and three Research Analysts) in support of Fusion Center operations once grant funding ends this biennium, and reestablish two permanent senior assistant attorney general positions (1.16 FTE) and establish one permanent criminal investigator position (0.50 FTE) to provide support to district attorneys and law enforcement partners.

In addition, the Subcommittee approved an increase of \$586,354 Other Funds (\$485,702 personal services and \$100,652 services and supplies) in the Criminal Justice Division for support of the Fusion Center. When the 2013-15 legislatively adopted budget was developed, the Department anticipated receiving grant funding through the Oregon Military Department, Office of Emergency Management, to partially support the Fusion Center. However, the grant award had not been made and the corresponding Other Funds expenditure limitation and position authority were not included in the budget. The Fusion Center continued to maintain operations and the agency now has received the first year grant award and is anticipating a second year award.

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, eliminating a total of four positions and 3.54 FTE and making shifts between personal services and services and supplies. To better align the permanent administrative savings reductions, the Subcommittee made the following adjustments to the original placeholder reduction:

- Office of the Attorney General and administration – added a net \$87,993 Other Funds expenditure limitation increase (increased personal services by \$314,581 and decreased services and supplies by \$226,588) and eliminated 2 positions (2.00 FTE)
- General Counsel Division – reduced the Other Funds expenditure limitation by \$87,993 (personal services) and eliminated 1 position (0.54 FTE)
- Crime Victims' Services Division – no net dollar change, but increased personal services by \$3,400 Other Funds and decreased services and supplies by \$3,400 Other Funds, plus eliminated 1 position (1.00 FTE)

The Subcommittee also authorized \$135,000 General Fund to support the Oregon Crime Victims Law Center.

In addition, to gain a better understanding of work currently underway to identify and evaluate alternative funding models for the agency's programs providing legal support to state agencies, the Subcommittee approved the following budget note:

Budget Note:

Costs of legal representation in an increasingly complex modern legal system continue to drive agency budget and policy decisions. The Department of Justice has begun working with the Department of Administrative Services and agencies to

identify and evaluate alternative funding models to improve the stability, affordability, and effectiveness of legal costs for agencies and to encourage pro-active consultation with the Department by agencies.

As the Department of Justice continues with this effort, it shall prioritize developing options for legal services for the Child Welfare program and report on these efforts to the Joint Committee on Ways and Means during the 2015 legislative session. In addition, no later than September 1, 2014, the Department of Justice and the Department of Human Services will also provide a joint written status report to the Legislative Fiscal Office on the specific options under consideration and progress being made on the development of those options.

Oregon Military Department

The agency received a partial restoration of its 2% ending balance holdback that totaled \$151,000 General Fund. The funds are appropriated to the Operations program to support operations and maintenance costs at the Portland and Kingsley Field airbases. The restoration represents 59% of the initial holdback.

The Subcommittee approved an updated Package 091 Statewide Administrative Savings. The agency was able to reduce its personal services by \$259,280 by eliminating one vacant permanent part-time Fiscal Analyst 3 position in the Administration program (0.50 FTE) and reducing overtime and temporaries. The remaining personal services reduction of \$164,517 was moved to services and supplies and capital outlay. The agency has a plan to find efficiencies in various services and supplies line-items, including in-state travel, office expense, employee training, publications, facilities maintenance, expendable property, as well as other line-items. The capital outlay reduction will be to the automotive and aircraft line-item where the agency has identified savings.

The Subcommittee established a \$385,000 Other Funds Capital Improvement expenditure limitation for the purchase of 1.46 acres of commercial property contiguous to the Department's Forest Grove Readiness Center compound. The property and building will be used as a field maintenance shop for Washington County's National Guard contingent. The source of the Other Funds is the agency's Capital Construction Account. This is a one-time expenditure limitation increase and will not continue into future biennia.

The Other Funds expenditure limitation for the Community Support program was increased by \$1,404,971 for the reimbursement of firefighting expenditures related to the 2013 fire season. This is a one-time expenditure limitation that is not to continue into future biennia.

As part of the agency's compensation plan funding, the Subcommittee approved \$734,800 in General Fund for the Operations program. This adjustment is to partially fund the difference between what the federal government will reimburse the state and recently concluded contract negotiations with the Portland and Kingsley Field airbase firefighter unions. This is a one-time appropriation and will not continue into future biennia.

Board of Parole and Post-Prison Supervision

The Subcommittee approved a restoration of \$19,825 of the 2% supplemental ending balance holdback that was included in the agency's original legislatively adopted budget for 2013-15. That represents 25% of the initial holdback.

OREGON DEPARTMENT OF EDUCATION

The Subcommittee established a reservation within the general purpose Emergency Fund of \$350,000 for the Board of Parole and Post-Prison Supervision (BPPPS) for replacement of the Parole Board Management Information System (PBMIS). Allocation of the reservation is contingent upon the Board providing a project budget, project plan, and periodic status reports. BPPPS may request allocation of the reservation from the Emergency Board after the Legislative Fiscal Office approves the project budget and project plan.

Department of State Police

The Subcommittee restored \$2,351,854 General Fund of the 2% supplemental ending balance holdback for the Department of State Police. This represents 50% of the total 2% holdback. The agency will use the restored amount to fund the hire of 20 troopers and the purchase of 18 vehicles and associated equipment in September 2014.

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, eliminating a total of one position and 1.50 FTE, permanently shifting funding for three administrative positions from General Fund to Other Funds, and reducing capital outlay for the Dispatch Centers and Information Technology Services.

Department of Public Safety Standards and Training

The Subcommittee approved an updated Package 091 Statewide Administrative Savings by taking all of the administrative savings in services and supplies.

Oregon Youth Authority

The Subcommittee approved a restoration of \$1,367,729 of the 2% supplemental ending balance holdback that was included in the agency's original legislatively adopted budget for 2013-15. That represents 25% of the initial holdback.

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, eliminating 5 positions and 2.79 FTE; these are administrative support type positions. A very small portion of the agency's reduction was also moved from personal services to services and supplies.

TRANSPORTATION

Department of Aviation

The Subcommittee approved an updated Package 091 Statewide Administrative Savings, moving a small amount from personal services to services and supplies.

Department of Transportation

The General Fund reduction taken for the 2% supplemental ending balance holdback was not restored. The Subcommittee approved an updated Package 091 Statewide Administrative Savings. A portion of the agency's reduction was moved from personal services to services and supplies.

The Seniors special purpose appropriation, described on page 47, provides \$4 million General Fund to the Department for additional Elderly and Disabled Transit support.

OREGON DEPARTMENT OF EDUCATION

77th OREGON LEGISLATIVE ASSEMBLY – 2013 Session
BUDGET REPORT AND MEASURE SUMMARY

MEASURE: SB 498-A

JOINT COMMITTEE ON WAYS AND MEANS

Carrier – House: Rep. Frederick
Carrier – Senate: Sen. Girod

Action: Do Pass as Amended and as Printed A-Engrossed

Vote: 24 – 0 – 2

House

Yeas: Barker, Buckley, Frederick, Freeman, Hanna, Huffman, Jenson, Komp, Nathanson, Read, Richardson, Smith, Tomei, Williamson

Nays:

Exc: McLane

Senate

Yeas: Bates, Devlin, Edwards, Girod, Hansell, Johnson, Monroe, Steiner Hayward, Whitsett, Winters

Nays:

Exc: Thomsen

Prepared By: Jim Carbone, Department of Administrative Services

Reviewed By: Doug Wilson, Legislative Fiscal Office

Meeting Date: June 28, 2013

Agency

Department of Education

Biennium

2013-15

OREGON DEPARTMENT OF EDUCATION

Budget Summary *

	2011-13 Legislatively Approved Budget ⁽¹⁾	2013-15 Current Service Level	2013-15 Committee Recommendation	Committee Change from 2011-13 Leg. Approved	
				\$S Change	% Change
General Fund	\$ 0	\$ 0	\$ 7,500,000	\$ 7,500,000	100%
Total	\$ 0	\$ 0	\$ 7,500,000	\$ 7,500,000	100%

Position Summary

Authorized Positions	0	0	0	0
Full-time Equivalent (FTE) positions	0.00	0.00	0.00	0.00

(1) Includes adjustments through December 2012.

* Excludes Capital Construction expenditures

Summary of Revenue Changes

The funding for this increase in the Career and Technical Education Revitalization Grant Program is entirely General Fund.

Summary of Education Subcommittee Action

The Career and Technical Education (CTE) Revitalization Grant Program is established in ORS 344.075. Grants through this program must be used to enhance the collaboration between education providers and employers by: developing or enhancing career and technical education programs of study; expanding the professional growth of and career opportunities for students through career and technical education programs; assessing the ability of each career and technical education program to meet workforce needs and give students the skills required for jobs in this state that provide high wages and are in high demand; and supporting the achievement of the high school diploma requirements.

The Department of Education’s (ODE) base budget in SB 5518 includes \$1.9 million for the CTE Revitalization Grant Program. This bill, SB 498, increases the amount available for the program by \$7,500,000. The Subcommittee directed the agency to award grants totaling at least \$1 million to be used for CTE projects directly involving CTE Student Organizations. In addition, the agency was directed to award at least \$1 million in grants to be used for CTE projects that have a clear tie-in to STEM (Science, Technology, Engineering, and Math).

OREGON DEPARTMENT OF EDUCATION

DETAIL OF JOINT COMMITTEE ON WAYS AND MEANS ACTION

SB 498

Department of Education
Analyst - Jim Carbone - 503-378-3619

DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE
			LIMITED	NONLIMITED	LIMITED	NONLIMITED			
2011-13 Legislatively Approved Budget at Dec 2012 *	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00
2013-15 ORBITS printed Current Service Level (CSL)*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00
<u>SUBCOMMITTEE ADJUSTMENTS (from CSL)</u>									
SCR 300: Grant-in-Aid									
Special Payments	\$ 7,500,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 7,500,000		
TOTAL ADJUSTMENTS	\$ 7,500,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 7,500,000	0	0.00
SUBCOMMITTEE RECOMMENDATION *	\$ 7,500,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 7,500,000	0	0.00
% Change from 2011-13 Leg Approved Budget	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%		
% Change from 2013-15 Current Service Level	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%		

*Excludes Capital Construction Expenditures

OREGON DEPARTMENT OF EDUCATION

77th OREGON LEGISLATIVE ASSEMBLY – 2013 Session
BUDGET REPORT AND MEASURE SUMMARY

MEASURE: SB 540-B

JOINT COMMITTEE ON WAYS AND MEANS

Carrier – House: Rep. Frederick
Carrier – Senate: Sen. Devlin

Action: Do Pass the A-Engrossed Measure as Amended and as Printed B-Engrossed

Vote: 24 – 2 – 0

House

Yeas: Barker, Buckley, Frederick, Huffman, Jenson, Komp, McLane, Nathanson, Read, Richardson, Smith, Tomei, Williamson

Nays: Freeman, Hanna

Exc:

Senate

Yeas: Bates, Devlin, Edwards, Girod, Hansell, Johnson, Monroe, Steiner Hayward, Thomsen, Whitsett, Winters

Nays:

Exc:

Prepared By: Jim Carbone, Department of Administrative Services

Reviewed By: Doug Wilson, Legislative Fiscal Office

Meeting Date: July 2, 2013

Agency

Department of Education

Biennium

2013-15

OREGON DEPARTMENT OF EDUCATION

Budget Summary*

	2011-13 Legislatively Approved Budget ⁽¹⁾	2013-15 Current Service Level	2013-15 Committee Recommendation	Committee Change from 2011-13 Leg. Approved	
				\$ Change	% Change
General Fund	\$ 0	\$ 0	\$ 425,000	\$ 425,000	100.0%
Total	\$ 0	\$ 0	\$ 425,000	\$ 425,000	

Position Summary

Authorized Positions	0	0	2	2
Full-time Equivalent (FTE) positions	0.00	0.00	1.67	1.67

⁽¹⁾ Includes adjustments through December 2012

* Excludes Capital Construction expenditures

Summary of Revenue Changes

The funding for the Task Force on School Capital Improvement Planning and the education facility information database is entirely General Fund.

Summary of Education Subcommittee Action

Senate Bill 540 creates a twelve-member Task Force on School Capital Improvement Planning charged with recommending to the Oregon Education Investment Board programs and funding sources that:

- Will allow providers of public education to respond to evolving methods for delivering education and for funding and maintaining capital infrastructures.
- Establish a more efficient and integrated capital infrastructure system for preschool through 12th grade.

A report by the Task Force is due to the Legislature by October 1, 2014. The Task Force sunsets on the convening of the 2015 Legislative session. The Department of Education is to provide support to the Task Force. \$100,000 General Fund is appropriated for the work of the Task Force.

OREGON DEPARTMENT OF EDUCATION

This bill also requires the Department of Education to establish and maintain a public education facility information database to provide information on facilities serving preschool through grade 12 and any related auxiliary buildings and properties. The Department is permitted to require schools to provide relevant data. However, school districts and education service districts are allowed to request a waiver if this information cannot be culled without additional resources. The database must be available to the public. The bill appropriates \$325,000 General Fund for developing (\$100,000) and maintaining (\$225,000) the database. The Department anticipates establishing two part-time limited duration positions (1.67 FTE) to carry out the provisions of the bill.

OREGON DEPARTMENT OF EDUCATION

DETAIL OF JOINT COMMITTEE ON WAYS AND MEANS ACTION

SB 540-B

Department of Education
Analyst - Jim Carbone 503-378-3619

DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE
			LIMITED	NONLIMITED	LIMITED	NONLIMITED			
2011-13 Legislatively Approved Budget at Dec 2012 *	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00
2013-15 ORBITS printed Current Service Level (CSL)*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00
<u>SUBCOMMITTEE ADJUSTMENTS (from CSL)</u>									
SCR 100: Operations									
Personal Services	\$ 255,160	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 255,160	2	1.67
Services & Supplies	\$ 159,840	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 159,840	0	0.00
Capital Outlay	\$ 10,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 10,000	0	0.00
TOTAL ADJUSTMENTS	\$ 425,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 425,000	2	\$ 1.67
SUBCOMMITTEE RECOMMENDATION *	\$ 425,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 425,000	2	1.67
% Change from 2011-13 Leg Approved Budget	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%		
% Change from 2013-15 Current Service Level	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%		

*Excludes Capital Construction Expenditures

OREGON DEPARTMENT OF EDUCATION

77th OREGON LEGISLATIVE ASSEMBLY – 2013 Session
BUDGET REPORT AND MEASURE SUMMARY

MEASURE: SB 739-A

JOINT COMMITTEE ON WAYS AND MEANS

Carrier – House: Rep. Sprenger
Carrier – Senate: Sen. Edwards

Action: Do Pass as Amended and as Printed A-Engrossed

Vote: 25 – 0 – 1

House

Yeas: Barker, Buckley, Frederick, Freeman, Hanna, Huffman, Jenson, Komp, Nathanson, Read, Richardson, Smith, Tomei, Williamson

Nays:

Exc: McLane

Senate

Yeas: Bates, Devlin, Edwards, Girod, Hansell, Johnson, Monroe, Steiner Hayward, Thomsen, Whitsett, Winters

Nays:

Exc:

Prepared By: Jim Carbone, Department of Administrative Services

Reviewed By: Tim Walker, Legislative Fiscal Office

Meeting Date: June 26, 2013

Agency

Department of Education

Biennium

2013-15

OREGON DEPARTMENT OF EDUCATION

Budget Summary*

	2011-13 Legislatively Approved Budget ⁽¹⁾	2013-15 Current Service Level	2013-15 Committee Recommendation	Committee Change from 2011-13 Leg. Approved	
				\$ Change	% Change
General Fund	\$ 0	\$ 0	\$ 146,167	\$ 146,167	100.0%
Total	\$ 0	\$ 0	\$ 146,167	\$ 146,167	100.0%

Position Summary

Authorized Positions	0	0	2	2
Full-time Equivalent (FTE) positions	0.00	0.00	0.75	0.75

⁽¹⁾ Includes adjustments through December 2012

* Excludes Capital Construction expenditures

Summary of Revenue Changes

The costs of developing the Oregon Studies standards and materials described in this bill will be supported by the General Fund.

Summary of Education Subcommittee Action

Senate Bill 739 requires the Department of Education (ODE) to consult with specified entities when developing academic content standards for Oregon Studies.

Currently, ODE does not typically create and disseminate instructional materials. The provisions of this bill require the agency to do so. ODE will need to develop academic standards, with respect to Oregon Studies, for economics, history, civics and government and geography. In addition, the materials developed will need to be adapted for grades K-12. ODE is also directed to consult with the Advocacy Commission Office. The agency is authorized to establish two Limited Duration positions.

OREGON DEPARTMENT OF EDUCATION

DETAIL OF JOINT COMMITTEE ON WAYS AND MEANS ACTION

SB 739-A

Department of Education
Jim Carbone 503-378-3619

DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE	
			LIMITED	NONLIMITED	LIMITED	NONLIMITED				
2011-13 Legislatively Approved Budget at Dec 2012 *	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00	
2013-15 ORBITS printed Current Service Level (CSL)*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	0	0.00	
<u>SUBCOMMITTEE ADJUSTMENTS (from CSL)</u>										
SCR 100: Operations										
Personal Services	\$ 127,417	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	127,417	2	0.75
Services and Supplies (Instate Travel)	\$ 18,750	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	18,750		
TOTAL ADJUSTMENTS	\$ 146,167	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	146,167	2	0.75
SUBCOMMITTEE RECOMMENDATION *	\$ 146,167	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	146,167	2	0.75
% Change from 2011-13 Leg Approved Budget	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%		
% Change from 2013-15 Current Service Level	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	2	0.75

*Excludes Capital Construction Expenditures

OREGON DEPARTMENT OF EDUCATION

77th OREGON LEGISLATIVE ASSEMBLY – 2013 Session
BUDGET REPORT AND MEASURE SUMMARY

MEASURE: SB 5518-A

JOINT COMMITTEE ON WAYS AND MEANS

Carrier – House: Rep. Sprenger
Carrier – Senate: Sen. Monroe

Action: Do Pass as Amended and as Printed A-Engrossed

Vote: 22 – 2 – 2

House

Yeas: Barker, Buckley, Frederick, Huffman, Jenson, Komp, McLane, Nathanson, Richardson, Smith, Tomei, Williamson

Nays: Freeman

Exc: Hanna, Read

Senate

Yeas: Bates, Devlin, Edwards, Girod, Hansell, Johnson, Monroe, Steiner Hayward, Thomsen, Winters

Nays: Whitsett

Exc:

Prepared By: Jim Carbone, Department of Administrative Services

Reviewed By: Doug Wilson, Legislative Fiscal Office

Meeting Date: June 21, 2013

Agency

Oregon Department of Education

Biennium

2013-15

OREGON DEPARTMENT OF EDUCATION

Budget Summary*

	2011-13 Legislatively Approved Budget ⁽¹⁾	2013-15 Current Service Level	2013-15 Committee Recommendation	Committee Change from 2011-13 Leg. Approved	
				\$ Change	% Change
General Fund	\$ 340,837,528	\$ 367,172,563	\$ 432,006,914	\$ 91,169,386	26.7%
Lottery Funds Debt Service	\$ 54,160,517	\$ 42,457,585	\$ 42,371,076	\$ (11,789,441)	-21.8%
Other Funds	\$ 60,414,666	\$ 62,948,708	\$ 122,408,573	\$ 61,993,907	102.6%
Other Funds Debt Service	\$ 2,525,733	\$ 0	\$ 0	\$ (2,525,733)	-100.0%
Other Funds Nonlimited	\$ 107,024,055	\$ 107,024,055	\$ 94,331,467	\$ (12,692,588)	-11.9%
Federal Funds	\$ 831,354,523	\$ 851,766,267	\$ 995,059,930	\$ 163,705,407	19.7%
Federal Funds Nonlimited	\$ 285,380,254	\$ 349,992,872	\$ 349,992,872	\$ 64,612,618	22.6%
Total	\$ 1,681,697,276	\$ 1,781,362,050	\$ 2,036,170,832	\$ 354,473,556	21.1%

Position Summary

Authorized Positions	376	376	499	123
Full-time Equivalent (FTE) positions	357.79	356.80	472.63	114.84

⁽¹⁾ Includes adjustments through December 2012

* Excludes Capital Construction expenditures

Summary of Revenue Changes

Other Fund revenues include indirect cost recovery from federal programs, fees, transfers from the State School Fund and other intra-fund transfers, revenues from other agencies for specific purposes, Common School Fund pass-through funding for school districts, and other miscellaneous sources. Federal Fund revenues include funding for compensatory education programs, school improvement, child nutrition, education for students with disabilities, childcare programs and youth development programs.

Summary of Education Subcommittee Action

Senate Bill 5518 provides budget expenditure authority for programs administered by the Oregon Department of Education (ODE). This bill generally excludes funding for the State School Fund, which was addressed in SB 5519.

OREGON DEPARTMENT OF EDUCATION

The Subcommittee approved a total funding level of \$2,036,170,832 for the department, excluding the State School Fund, or 21.1 percent more than the 2011-13 Legislatively Approved Budget (LAB) as of December 2012. The primary reasons for this growth include the transfer in of early learning and youth development programs, the establishment of the strategic education initiatives, and growth in federal nutrition programs.

Department Operations

This budget unit includes most of the staff in the agency that is responsible for the administration of educational programs. The Subcommittee approved a budget of \$143,973,414 total funds, including \$45,948,991 General Fund, \$23,247,159 Other Funds, \$72,072,812 Federal Funds, \$2,704,452 Nonlimited Other Funds and 412 positions (393.44 full-time equivalents). General Fund is increased from the 2011-13 LAB by 34.0 percent. Total Funds are increased by 28.5 percent.

The Subcommittee approved the following adjustments to this division's Current Service Level:

- Package 070 (Revenue Shortfalls) which reduces Other Funds (\$7.7 million) and Federal Funds (\$2.4 million) expenditure limitation that is no longer required and/or not supported by the revenue available for 2013-15.
- Package 081 (May 2012 E-Board) which makes adjustments related to the May 2012 Emergency Board actions that reflected staffing reductions imposed by House Bill 4131 (2011). For the Operations part of the ODE budget, one position is eliminated. Some resources were added to the budget (Professional Services) related to other Emergency Board actions. This package was modified to reflect a reduction in the budgeted PERS employer rate due to the effect of SB 822. General Fund is increased by \$122,946 while total funds increases by \$124,292.
- Package 090 (Analyst Adjustments) which reflects adjustments to the Operations budget resulting in \$1.9 million in General Fund savings and a net overall reduction of \$1.6 million total funds. The changes include:
 - Elimination of dues for the National Association of State Boards of Education.
 - Reduction of two State Board of Education meetings during the biennium.
 - Shift in funding for computer services to Federal Funds for one biennium, reducing the amount of Federal Funds for other purposes.
 - Elimination of the e-rate contract and elimination of the connectivity grants. This will likely increase workload/cost offsets for both school district staff and ODE staff.
 - A one-time shift of Office of Finance and Administration payroll costs to miscellaneous revenues, reducing this resource by an estimated 80 percent, which could affect how the agency deals with unexpected costs during the biennium.
 - Elimination of resources for a nursing specialist position.
 - Discontinuation of writing, math and English language arts test items that should be replaced by the new assessment system starting in 2014-15.
 - Elimination of resources for an education specialist position relating to foreign language content areas.
 - Elimination of the contract for technical assistance relating to assessments and other areas which will likely reduce assistance to districts.

OREGON DEPARTMENT OF EDUCATION

- For the Office of Assessment and Information Services, vacant positions will be left open for at least 60 days to generate further vacancy savings.

Additional Other Funds expenditure limitation is added to offset some of the General Fund reductions above.

- Package 091 (Statewide Administrative Savings) which is a placeholder for administrative efficiencies in finance, information technology, human resources, accounting, payroll, and procurement expenditures. The Department of Administrative Services will continue to work on details of these reductions with agencies and report back during the 2014 session. Reductions in this package are \$276,887 General Fund and \$814,374 total funds.
- Package 092 (PERS Taxation Policy) which reduces General Fund costs by \$69,775 (\$159,816 total funds) reflecting the policy change in Senate Bill 822 that eliminates the increased retirement benefits resulting from Oregon income taxation of payments in cases where the person receiving payments does not pay Oregon income tax on those benefits and is not an Oregon resident. This change reduces state employer contribution rates by approximately 0.30 percent.
- Package 093 (Other PERS Adjustments) which saves \$466,499 General Fund (\$1.1 million total funds) reflecting the policy change in Senate Bill 822 that modifies the cost-of-living adjustment under the Public Employees Retirement System. This change reduces state employer contribution rates by approximately 2.2 percent.

An administrative action by the PERS Board, as directed by a budget note in the SB 822 budget report, will reduce state employer contribution rates by up to an additional 1.9 percent. However, no employer rate is reduced below its 2011-13 biennium rate.

- Package 100 (Superintendent Office Reorganization). As a result of SB 552 (2011) the Governor assumes the responsibilities of the former elected Superintendent of Public Instruction. The Governor was also granted the authority to set the salary of the new Deputy Superintendent (\$190,000) who is, effectively, the agency head. This package adds resources to meet this designated salary and costs. The package also eliminates the position of the former elected Superintendent and the executive assistant position that supported the elected Superintendent. In addition, the package reclassifies an existing management position upwards to create a Chief of Staff position. The package reflects the reduction in the budgeted PERS employer rate to reflect the passage of SB 822. Total savings in this package is \$50,520 General Fund and \$75,267 total funds.
- Package 101 (Operations Clean up) which realigns funding sources for positions and Services and Supplies categories to reflect actual practices. Funding for over 40 positions is adjusted, but overall the package has a net savings of \$1,274 total funds. Three positions are established by this package, including two in the School Finance Unit. The package has been adjusted to reflect a reduction in the budgeted PERS employer rate based on SB 822.
- Package 103 (Native American Education) which establishes a position to address the needs and challenges of Native American students in the K-12 education system. An existing vacant position has been identified within the agency to assist in funding this new position and \$83,342 General Fund is added to support the position.

OREGON DEPARTMENT OF EDUCATION

- Package 104 (CNP Positions) which establishes three positions in the Child Nutrition Programs Unit due to increasing workload in the unit over the past few biennia. The \$492,598 in funding for the positions is entirely Federal Funds. It is anticipated that the workload will continue in future biennia. The three positions are two Child Nutrition Specialists and an Administrative Specialist 1. One of the positions will be for a Community Nutrition Auditor for monitoring the system to stay compliant with federal rules for the nutrition programs. The package is adjusted to reflect a reduction in the budgeted PERS employer rate based on passage of SB 822.
- Package 300 (Longitudinal Data System) which provides the resources to create a longitudinal data system for tracking student/school information from early learning through post-secondary education. The package includes \$700,000 General Fund for the business plan and equipment replacement. The highest priority for these resources is completion of the business case and related project management materials for the longitudinal data system. Limitation for the actual development costs of the system will be included in the capital construction bill, if approved. The agency is directed to report on the business case and other project planning material when work is completed to either the Interim Joint Committee on Ways and Means, the 2014 Legislature or the Emergency Board.

Budget Note:

The Oregon Department of Education (ODE) and the Oregon Education Investment Board (OEIB) must work closely with the Department of Administrative Services (DAS) Chief Information Office in all activities related to the development of the needs analysis, business case/option analysis and related foundational project management materials for the proposed Longitudinal Data System. OEIB and ODE must also follow DAS standards in the development of these materials.

Prior to requesting any further funding than the amount included in Package 300, ODE and OEIB must complete a detailed problem statement, strategic alignment documentation, detailed needs assessment, and a completed business case which includes a high level project schedule, resource plan, financial plan, information on the anticipated return on investment, quality management plan, and a risk management plan.

ODE and OEIB are instructed to report back to the Joint Committee on Ways and Means during the 2014 legislative session on their progress on completing these project planning materials. If the materials are not completed, ODE and OEIB will need to report to the Emergency Board prior to formally requesting further funding for the project.

The Subcommittee also stressed the importance of involving all stakeholders in all stages of the project.

- Package 401 (PCS Transfer to HECC) which transfers the staff, resources and expenditure limitation from the Oregon Department of Education to the Higher Education Coordination Commission (HECC). The 2012 Legislature passed SB 1538 which transferred the oversight of and licensing authority for private career schools, effective July 1, 2013. Any fund balances in the Tuition Protection Fund and the Private Career Licensing Fees Fund will be transferred at the same time. The total amount of the transferred resources is \$1.3

OREGON DEPARTMENT OF EDUCATION

million. Two positions, components of other positions and an additional two positions related to the Veterans' portion of the program are transferred to HECC. The \$1,384 General Fund in the package trues-up the funding for the transferred and remaining positions between General and Federal Funds.

- Package 501 (Transfer to Early Learning) which is part of the establishment of a new Early Learning Division within the Oregon Department of Education by HB 3234. Early childhood programs that are currently budgeted in ODE, the Oregon Employment Department, and the Office of the Governor (Early Learning Council staff) are consolidated into this new division. Staffing and related spending for these programs are budgeted in ODE's Operations Division in this package. The funds in these programs that flow to communities and districts are transferred into the new Early Learning Division in a separate package 501 that can be found in the Early Learning Division section of this report. A total of \$6.5 million General Fund and \$29.4 million total funds are transferred into Operations along with 108 positions (98.87 FTE), which are primarily related to the childcare program.

Note that this package includes five more Information Systems positions (5.00 FTE) than were included in the Governor's budget. These positions, which have been dedicated to the Child Care Program, are transferred from the Employment Department and are funded with federal funds. Three of these positions are limited duration.

- Package 502 (Transfer to Youth Development) which moves the Youth Development Council budget into the Department of Education. HB 3231 provides the authorization for the transfer. Currently these programs are part of the Office of the Governor and most were programs of the former State Commission for Children and Families. This package moves the staffing and related spending for these programs into ODE's Operations Division, totaling \$2.7 million General Fund, \$4.1 million total funds and eight positions (9.38 FTE). The grant funding that is distributed to communities is transferred into ODE's Youth Development Division in a separate package 502 that can be found in the Youth Development section of this report.
- Package 810 (LFO Analyst Adjustments) which incorporates technical changes in the budget. In this package adjustments have been made to align Personal Services with the final need of the agency and within the available resources for the transfer of the Early Learning and Youth Development staff to the agency. General Fund is increased by \$164,302 while total funds is reduced by \$974,954.
- Package 811 (Integrated Employment Executive Order). The Governor issued Executive Order #13-04 which addresses the needs of individuals with disabilities, specifically in the area of employment. This executive order addresses the issues and concerns raised in the U.S. Department of Justice's Office of Civil Rights complaint relating to these issues. A legal case still remains open regarding some related issues.

The Department of Education was an active partner along with the Department of Human Services (Office of Developmental Disabilities Services and Office of Vocational Rehabilitation) in the development of the executive order along with the Oregon Department of Justice and the Office of the Governor. ODE will work with DHS to improve the system of designing and delivering employment services to persons with intellectual and developmental disabilities. This should result in a reduction over time of state support of sheltered work and increased investment in employment services. The executive order (Article X - Education Provisions) sets out specific expectations for ODE and the educational system to accomplish, including the provision of transition services for this population.

OREGON DEPARTMENT OF EDUCATION

Package 811, totaling \$1.6 million General Fund, includes one Education Specialist position to coordinate the activities of transition specialists who will be locally employed and stationed across the state. Funding is also available to pay for substitute teachers when staff is out of the class-room for training, data collection, and monitoring.

- Package 816 (Strategic Initiatives Staffing) which provides the staffing for the agency's share of the Strategic Education Initiatives, established in HB 3232. The initiatives are laid out in three areas: Early Reading Programs (1.5 FTE); Guidance and Support for Post-Secondary Aspirations (2.9 FTE); and Connecting to the World of Work (3.1 FTE). Total cost of this package is \$1,951,198 General Fund. Ten positions (7.50 FTE) are created and are spread across the three initiatives. Note that this package is based on an overall funding level of \$27 million for the initiatives. If this overall amount changes for the agency's programs, the staffing resource needs may change also.
- Package 817 (Quality Teaching Network) which provides the staffing and other related resources for the activities under the Quality Teaching and Learning Network that is established by House Bill 3233. The \$3.7 million of funding for these staff and other related resources is from the Quality Teaching and Learning Network Fund that is established in House Bill 2506 and is funded by a distribution from the State School Fund. Sixteen positions (13.00 FTE) are established for staffing the functions of the Network.

Up to \$10,000 of the General Fund appropriation for the Operations Division is to be used for the expenses of the Fair Dismissal Appeals Board.

Oregon School for the Deaf (OSD)

The Department of Education operates the Oregon School for the Deaf (OSD), which is located in Salem. OSD serves just over 100 hearing impaired students, many of whom reside at the school during the school year. The Subcommittee approved a budget of \$15,283,428 total funds, including \$11,117,017 General Fund and 75.19 full-time equivalent positions (FTE). General Fund is increased from the 2011-13 LAB by 1.2 percent. Total Funds are decreased by 21.7 percent, primarily the result of the transfer of the Blind and Visually Impaired Student Fund to the Grant-in-Aid budget unit.

The Subcommittee approved the following adjustments to Oregon School for the Deaf's Current Service Level:

- Package 081 (May 2012 E-board) which makes adjustments related to the May 2012 Emergency Board actions that reflected staffing reductions imposed by House Bill 4131 (2011). Two positions (1.83 FTE) are eliminated – a Dormitory Counselor Supervisor and a Supervising Teacher position – for a savings of \$149,811 General Fund. The package reflects a reduction in the budgeted PERS employer rate due to the effect of SB 822.
- Package 092 (PERS Taxation Policy) which saves \$30,235 General Fund (\$33,247 total funds) reflecting the policy change in SB 822 that eliminates the increased retirement benefits resulting from Oregon income taxation of payments in cases where the person receiving

OREGON DEPARTMENT OF EDUCATION

payments does not pay Oregon income tax on those benefits and is not an Oregon resident. This change reduces state employer contribution rates by approximately 0.30 percent.

- Package 093 (Other PERS Adjustments) which saves \$202,140 General Fund (\$222,276 total funds) reflecting the policy change in SB 822 that modifies the cost-of-living adjustment under the Public Employees Retirement System. This change reduces state employer contribution rates by approximately 2.2 percent.

An administrative action by the PERS Board, as directed by a budget note in the SB 822 budget report, will reduce state employer contribution rates by up to an additional 1.9 percent. However, no employer rate is reduced below its 2011-13 biennium rate.

- Package 201 (OSD Reorganization). This package aligns the budget for the Oregon School for the Deaf with how funding is spent. Overall this package adds \$669,614 in total fund resources and eliminates 11 positions (3.51 FTE). This package has the following components.
 - Re-allocates the funding from a number of vacant positions to fund differentials, primarily for American Sign Language, and for temporary staff to provide one-on-one staffing, substitute teachers and assistants, and summer maintenance staff. The authority for the vacant positions and the corresponding FTE is eliminated in the budget. Many of these positions had been part-time with FTE of less than 1.00.
 - Adds \$494,614 in Other Funds expenditures that had been off-budget - including the spending associated with proceeds from the Nightmare Factory. Accounting principles and legislative monitoring of these funds call for this spending to be "on-budget".
 - Increases Federal Funds expenditure limitation by \$175,000 to reflect the anticipated growth in federal funding available to OSD in 2013-15.
 - Increases the FTE on two positions by .96 FTE to reflect actual usage.

The agency had requested \$516,118 in General Fund resources to fund three maintenance positions currently funded with OSD's share of the proceeds from the sale of the Oregon School for the Blind. This was not included in the budget. The agency will need to identify other resources or carryover funding to support these positions in 2013-15.

Youth Corrections Educational Program (YCEP):

This program provides funding and staff for education services for students under the supervision of the Oregon Youth Authority and county juvenile programs. The Subcommittee approved a budget of \$18,226,731 total funds and 4.00 full-time equivalent positions (FTE). Total Funds are increased by 7.0 percent.

The Subcommittee approved the following adjustments to this division's Current Service Level:

- Package 092 (PERS Taxation Policy) (\$1,676 Other Funds savings) which reflects the policy change in SB 822 that eliminates the increased retirement benefits resulting from Oregon income taxation of payments in cases where the person receiving payments does not

OREGON DEPARTMENT OF EDUCATION

pay Oregon income tax on those benefits and is not an Oregon resident. This change reduces state employer contribution rates by approximately 0.30 percent.

- Package 093 (Other PERS Adjustments) (\$11,203 Other Funds savings) which reflects the policy change in SB 822 that modifies the cost-of-living adjustment under the Public Employees Retirement System. This change reduces state employer contribution rates by approximately 2.2 percent.

An administrative action by the PERS Board, as directed by a budget note in the SB 822 budget report, will reduce state employer contribution rates by up to an additional 1.9 percent. However, no employer rate is reduced below its 2011-13 biennium rate.

- Package 251 (YCEP Contracts) which aligns the budget for the Youth Corrections Program (YCEP) with expected revenues and practices. The bargaining agreement with SEIU includes provisions that require if vacant positions at Hillcrest or Maclaren are not filled by current ODE employees, the duties of these positions are to be done by the Willamette Education Service District under contract with ODE. This package eliminates four positions (4.00 FTE) and transfers the corresponding funding from Personal Services to (Services and Supplies) Professional Services. Also the package transfers all of the expenditure authority corresponding to the contracts (\$12.3 million) from Professional Services to Special Payments, which is the proper expenditure category. The package also increases the Federal Funds expenditure limitation by \$175,000 to reflect anticipated additional federal revenues and Other Funds limitation by \$763,678 for increased State School Fund distributions.
- Package 812 (State School Fund Transfer) which aligns the Other Funds expenditure limitation with the expected school formula revenues which will flow through this budget unit based on the \$6.55 billion SSF appropriation. The adjustment is an increase in Other Funds expenditure limitation of \$443,726. This budget unit's revenues will need to be adjusted to reflect this increase and other increases to update to the proper SSF level.

Grant-in-Aid (GIA)

The Grant-in-Aid budget unit includes most of the K-12 funding, not including the State School Fund that is distributed to school districts, Education Service Districts, and other entities. The Subcommittee approved a budget of \$1,406,740,190 total funds, including \$208,072,157 General Fund. General Fund is decreased from the 2011-13 LAB by 29.6 percent, primarily due to the transfer of programs to the Early Learning Division. Total Funds are increased by 2.3 percent.

This budget unit includes spending authority for dozens of grants that are received and administered by the Department. Most of these grants come from the U.S. Departments of Education and Agriculture and are distributed primarily to local education programs. In addition, the state funds grants for specific education-related purposes with General Fund resources, described in the table, below:

OREGON DEPARTMENT OF EDUCATION

<u>General Fund Supported Grant-in-Aid Program</u>		2013-15 General Fund
Early Childhood Special Education		\$136,042,231
Early Intervention	\$28,138,740	
Early Childhood Special Education	107,903,491	
Other Special Education Programs		42,871,304
Regional Programs	26,448,402	
Hospital Programs	1,306,711	
Long Term Care and Treatment Programs	15,116,191	
Blind and Visually Impaired Student Fund		988,426
Food and Nutrition Programs		2,318,756
Other Grant-in-Aid Programs		4,002,638
Student Leadership Programs	250,208	
Physical Education Grants (1)	379,662	
CTE Revitalization Grants	1,877,504	
FIRST Robotics (Package 810)	648,224	
Accelerated College Credit	247,040	
The Start Making a Reader Today (SMART) Program (Package 810)	500,000	
Reach Out to Read Program (Package 810)	100,000	
Strategic Investments		21,848,802
Oregon Reads (HB 3232 & Package 303)	7,367,965	
Guidance and Support for Post-Secondary Aspirations (HB 3232 & Package 304)	5,344,693	
Preparation for the World of Work (HB 3232 & Packages 301 & 305)	9,136,144	

(1) Funding for the Physical Education grant programs authorized by ORS 329.501 is supplemented by \$4,000,000 Other Funds from the Tobacco Master Settlement Agreement. See Package 813.

The Subcommittee approved the following adjustments to this budget unit's Current Service Level:

- Package 070 (Revenue Shortfalls) which makes a \$1.1 million reduction in Federal Funds expenditure limitation based on the anticipated decrease in federal funding available to this budget unit in 2013-15.
- Package 090 (Analyst Adjustments) which eliminates the Connectivity Grants that had been made to school districts. There is a related reduction in the Operations budget for the Office of Assessment and Information Services. In addition, this package aligns the increase for two early learning related programs (Early Intervention and Early Childhood Special Education) that had funding added by the

OREGON DEPARTMENT OF EDUCATION

Governor. These programs had originally been added to the new Early Learning Division, but HB 3234 keeps these programs in the Grant-in-Aid budget unit. The net General Fund increase for this package is \$343,439.

- Packaged 301 (Preparation for the World of Work) which provides funding for one of the Governor's education initiatives -- Connecting to the World of Work. Specifically this proposal calls for spending \$8.0 million General Fund (before reductions for staffing) in three areas:
 - Provide \$3.0 million for start-up or expansion for STEM or STEAM (Science, Technology, Engineering, Arts, Mathematics) "labs" in schools for designing curriculum and assessment tools, providing professional development, and funding technology and infrastructure for the programs. The goal is to provide enhanced STEM related activities for 500 to 1,000 students and also provide training for teachers across the state.
 - Provide \$2.5 million for regional STEM/STEAM networks which would provide a clearinghouse function for STEM and CTE (Career and Technical Education) resources including curriculum, hands-on applications, and assistance in linking schools with business partnerships and internships. It is anticipated the funds will be used to establish or expand three to five sites.
 - Provide \$2.5 million to districts and post-secondary institutions to increase access for underserved populations in STEM/STEAM programs and CTE programming. It is anticipated the 10 to 15 CTE initiatives will be funded, and 20 to 25 after-school or summer programs will be funded to increase interest and knowledge in STEM related activities.

There is also spending relating to the Preparation for the World of Work in Package 305 which expands on the concept of the Eastern Promise model between high schools and post-secondary institutions in Eastern Oregon.

Note that this package, which totals \$7,505,317 General Fund, does not include the staffing costs related to the World of Work initiative. The resources for these costs, totaling \$494,683, reduce the program amounts, shown above, and can be found in Package 816 in the Operations budget unit. Also this package assumes the overall funding level of the strategic initiatives is \$27 million General Fund.

The agency may transfer up to 15 percent of this funding between the programs within this policy package, net of the allocation of funding to the Operations budget for the programs' share of staff and related costs. The agency may also transfer up to 15 percent between the major initiatives found in policy packages 301 (Preparation for the World of Work), 303 (Oregon Reads), 304 (Support for Middle and High School), and 305 (Seamless Transitions), net of the legislatively approved allocation of funding to Operations for the packages' share of staff and related costs.

- Package 303 (Oregon Reads) which provides General Fund resources for another of the Governor's education initiatives -- Early Reading or Oregon Reads. Funding totaling \$7.8 million General Fund (before reductions for staffing) is proposed for the following:
 - \$250,000 for developing web-based resources and printed materials for younger children who have specific risk indicators to insure they have access to reading materials at an early age.

OREGON DEPARTMENT OF EDUCATION

- \$750,000 for competitive grants to nonprofits, early learning providers, school districts and others to ensure parents and caregivers have the training and guidance in pre-literacy skills. The goal is that 7,500 families or caregivers receive the training and support.
- \$800,000 through 15-20 competitive grants to school districts, early learning providers, libraries and others to support programs to expand and encourage access to libraries and other reading resources. The goal is that 15,000 children will be served through this program.
- \$4.0 million through non-competitive grants to schools identified as Focus or Priority under the federal waiver to provide extended time or individualized support to students who are not proficient in reading. It is expected that 40-60 schools will receive funding through the program.
- \$2.0 million through competitive grants to school districts for increasing the Response to Intervention program. Training, mentoring and support will be expanded to another 30-40 districts to support struggling readers.

Note that this package, totaling \$7,367,965 General Fund, does not include the staffing costs related to the Oregon Reads initiative. The resources for these costs, totaling \$432,035, reduce the program amounts, shown above, and can be found in Package 816 in the Operations budget unit. Also this package assumes the overall funding level of the strategic initiatives is \$27 million General Fund.

The agency may transfer up to 15 percent of this funding between the programs within this policy package, net of the allocation of funding to the Operations budget for the programs' share of staff and related costs. The agency may also transfer up to 15 percent between the major initiatives found in policy packages 301 (Preparation for the World of Work), 303 (Oregon Reads), 304 (Support for Middle and High School), and 305 (Seamless Transitions), net of the legislatively approved allocation of funding to Operations for the packages' share of staff and related costs.

Other programs related to this Early Reading initiative are found in the proposed budgets of the State Library and the Oregon Education Investment Board.

- Package 304 (Support for Middle and High School) which provides \$6.0 million General Fund (before reductions for staffing) to assist struggling students (grades 6-10) to move toward graduation and further progress in post-secondary institutions. The funding is proposed to be distributed through competitive grants to school districts and nonprofits to assist students who may not be on track to graduate. \$3.0 million in funding will be used to assist an estimated 1,500 to 2,000 students with mentoring and other means to get them on track for graduation. Another \$3.0 million will be used to fund dual credit and early college-related programs.

Note that this package, totaling \$5,344,693 General Fund, does not include the staffing costs related to the Middle and High School initiative. The resources for these costs, totaling \$655,307, reduce the program amounts, shown above, and can be found in Package 816 in the Operations budget unit. Also this package assumes the overall funding level of the strategic initiatives is \$27 million General Fund.

The agency may transfer up to 15 percent of this funding between the programs within this policy package, net of the allocation of funding to the Operations budget for the programs' share of staff and related costs. The agency may also transfer up to 15 percent between the major initiatives found in policy packages 301 (Preparation for the World of Work), 303 (Oregon Reads), 304 (Support for Middle and High School), and 305 (Seamless Transitions), net of the legislatively approved allocation of funding to Operations for the packages' share of staff and related costs.

Budget Note:

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.

- Package 305 (Seamless Transitions). A part of the Governor's Preparation for the Work of Work initiative, this package provides \$2.0 million in General Fund (before reducing for staffing) to expand on the concept of the Eastern Promise. This is a program that is shared between post-secondary institutions and school districts in Eastern Oregon with the purpose of increasing the number of college credits earned by high school students. The intent of this package is to increase the efficiency and effectiveness of transitions between high schools and college. It is expected this funding will enhance the Eastern Promise and, also start other similar projects.

Note that this package, totaling \$1,630,827 General Fund, does not include the staffing costs related to Seamless Transitions. The resources for these costs, totaling \$369,173, can be found in Package 816 in the Operations budget unit. Also this package assumes that the overall funding level of the strategic initiatives is \$27 million General Fund.

The agency may transfer up to 15 percent of this funding between the programs within this policy package, net of the allocation of funding to the Operations budget for the programs' share of staff and related costs. The agency may also transfer up to 15 percent between the major initiatives found in policy packages 301 (Preparation for the World of Work), 303 (Oregon Reads), 304 (Support for Middle and High School), and 305 (Seamless Transitions), net of the legislatively approved allocation of funding to Operations for the packages' share of staff and related costs.

- Package 501 (Transfer to Early Learning) which transfers \$126.7 million in General Fund resources for Oregon Pre-Kindergarten program from the Grant-in-Aid budget unit into the Early Learning Division as part of an effort to have a unified system of early learning childhood services for children from birth to age six. See related Packages 501 in the Operations budget and the Early Childhood Division budget.

OREGON DEPARTMENT OF EDUCATION

- Package 810 (LFO Analyst Adjustments) which establishes or increases the funding for the following grant programs:
 - \$500,000 General Fund for the Start Making a Reader Today (SMART) program
 - \$500,000 General Fund for the For Inspiration and Recognition of Science and Technology (First) Robotics program
 - \$100,000 General Fund for the Reach Out to Read program provided through physicians' offices

- Package 813 (Physical Education) which adds \$4.0 million Other Funds expenditure limitation to expand the physical education related grants authorized by ORS 329.501. The source of funding for this program expansion is from the revenues generated as a result of the Tobacco Master Settlement Agreement (TMSA).

- Package 817 (Quality Teaching and Learning Networks) which provides grant-in-aid funding for this program that is established in HB 3233. \$29,276,755 in Other Funds expenditure limitation is provided to six program areas, with additional funding provided in the Operations budget unit (Package 817) for the staff and other costs relating to these programs. The source of funding for these programs is the Quality Teaching and Learning Network Fund which is funded as part of the school funding formula (see HB 2506). It is anticipated that the assistance and programs under the Network, as well as the strategic investment assistance in packages 301, 303, 304, and 305, will be distributed across the state, as well as across all sizes of districts and schools.
 - \$22.8 million is provided as grants and contracts relating to mentoring for newly licensed and employed teachers and administrators, school district collaboration efforts, and expansion of educator evaluation and effectiveness systems statewide. As part of this, the \$9.32 million General Fund in the base budget for mentoring and collaboration related activities, is replaced with these Other Funds resources, more than doubling the amount available.
 - Almost \$500,000 is provided for scaling up proficiency based demonstration sites and expanding proficiency expertise through regional training for student centered learning.
 - Almost \$1.9 million is provided for educator preparation efforts for recruitment following the intent of Oregon Teacher Corps and Minority Teacher Act. Also funded are grants related to strengthening and transforming educator preparation programs so that teachers are classroom-ready when they graduate.
 - \$500,000 is provided for early learning professional development, including expanding professional development supports to early learning educators and providing financial incentives to access professional development.
 - Almost \$3.2 million is provided to assist in closing the achievement gaps, including developing processes for replicating exemplar programs, assisting districts to implement best practices, ensuring valid use of assessments, incorporating more culturally responsive training, and developing dual language immersion preparation.
 - Over \$400,000 is provided for aligning professional development plans to school improvement objectives and educators' needs.

The agency may transfer up to 20 percent of the funding between the six categories, above, if it determines that it is more effective to redistribute the funds.

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.

Common School Fund

The Common School Fund receives funds from the earnings of state lands controlled by the State Land Board and is considered a local revenue resource for purposes of the State School Fund distribution formula. The Subcommittee approved a Non-limited Other Funds budget of \$91,627,015. This is a 10.0 percent decrease from the 2011-13 Legislatively Approved Budget.

The Subcommittee approved the following adjustment to this budget unit's Current Service Level:

- Package 810 (LFO Analyst Adjustments) which adjusts the amount available from the Common School Fund based on the latest information from the Department of State Lands. The amount available for distribution to school districts is reduced by \$10,125,873.

Early Learning Division

The Subcommittee approved a budget of \$302,419,864 total funds, including \$161,119,658 General Fund. This is a new division established by HB 3234. This budget unit includes spending authority for programs providing services to children ages zero through six that are received and administered by the Department. This includes programs, previously administered by the State Commission on Children and Families, which are currently administered through the Office of the Governor, the Child Care Division within the Employment Department, and early learning programs within the Department of Education's Grant-in-Aid programs. The programs and associated funding are listed in the table below:

OREGON DEPARTMENT OF EDUCATION

<u>General Fund Supported Early Learning Programs</u>	<u>2013-15 General Fund</u>
Oregon PreKindergarten	\$127,424,153
Early Head Start	1,540,108
Early Learning Hub Funding	4,280,000
Early Learning Kindergarten Readiness and Partnership and Innovation Fund	4,000,000
Healthy Families Oregon	14,129,563
Relief Nurseries	6,601,498
Service Continuity Funding	720,000
Other Early Learning Program funding	2,424,336

As required in HB 2013, the Early Learning Council is to establish Early Learning Hub Demonstration Projects, no more than seven in the first fiscal year and a total of up to 16 for the second fiscal year. The Early Learning Division budget includes \$4.4 million General Fund to develop these sites. Also related to HB 2013, the division’s budget includes \$4.0 million General Fund to administer grants for partnerships between schools and early learning providers that improve kindergarten readiness through the Early Learning Kindergarten Readiness Partnership and Innovation Program. As the early learning system transitions its service delivery model, funding for programs currently delivered through local Commissions on Children and Families will continue through the first year of the biennium, including Great Start, Children, Youth and Families, and Federal Title IV B(s) programs, along with one-time service continuity payments to counties. Funding for Healthy Families Oregon (Healthy Start Family Support Services) will continue through the first year of the biennium through counties and then through the new service delivery model. For Relief Nurseries, the division will contract directly with the providers. Within this division’s budget, is funding that local communities invest in local Court Appointed Special Advocates (CASA) programs. The division will transfer this funding to Oregon Housing and Community Services Department for distribution to the appropriate CASA programs.

The Subcommittee approved the following adjustments to this division’s Current Service Level, which was zero as this is a new division proposed in the Governor’s Budget:

- Package 090 (Analyst Adjustments) which adds an additional \$2.3 million General Fund to the Early Learning Programs that are transferred into the new Early Learning Division, including \$22,617 for Head Start Collaboration and \$2.2 million for Oregon Prekindergarten.
- Package 501 (Transfer to Early Learning) which consolidates various early learning programs into the Early Learning Division within the Oregon Department of Education. There are companion packages in the Office of the Governor, the Employment Department and in the Operations and Grant-in-Aid budget units in this agency. HB 3234 authorizes the consolidation. Programs transferred include:
 - All child care programs, including licensing, subsidies and administration from the Employment Department,

OREGON DEPARTMENT OF EDUCATION

- Great Start, Healthy Families (Healthy Start), Relief Nurseries, Race to the Top federal funding and other programs from the Office of the Governor,
- Oregon Pre-Kindergarten, and other programs from within the Department of Education

This transfer includes investments made in early learning programs prior to transferring to ODE. Investments include \$3.1 million General Fund increase in Relief Nurseries funding to add satellite locations and address waitlists at current locations, and \$1.3 million General Fund increase in Healthy Families program. Also included in the transfer is Federal Funds investments in child care programs for the implementation of the Tiered Quality Rating Improvement System. The grant funding for these programs is included in this division and the relating staffing and administrative support for the programs is included in ODE's Operations budget unit.

- Package 810 (LFO Analyst Adjustments) which adjusts the budget for more carry forward of Child Care federal funds than what was anticipated when the Governor's budget was finalized. This \$7.9 million Federal Funds will be transferred to the Department of Human Services for the Employment Related Day Care program. In addition, the package moves \$550,000 in Federal Funds from Personal Services to Services and Supplies to align the budget to expected spending.

Youth Development Division

The Subcommittee approved a budget of \$15,529,114 total funds, including \$5,749,091 General Fund for the Youth Development Division. This is a new division established by HB 3231. This division includes programs which provide services to school-age children through the age of 20. These programs support academic success and reduce involvement in the criminal justice system. This includes the following programs:

- Title XX Youth Investment Program which directs funds to communities to address risk factors and issues faced by non-delinquent youth.
- Juvenile Crime Prevention Program which provides funding to school based services, family support services, teen and peer courts, gang outreach, education and skill building, behavioral health and mentoring.
- Gang Involved Youth Program, which is new grant program, to fund activities that reduce youth gang violence and involvement.
- Community Schools which supports programs at five schools across the state designed to improve student achievement including extended day or year programming.
- Safe and Equitable Foster Care Reduction is a partnership with the Department of Human Services and the courts to promote strength and stability of families to reduce the risk of children ending up in foster care.

The Youth Development Council will report back to the Legislature in the 2014 Session with a plan for investing and distributing Youth Development Funds via grants and/or performance based contracts in furtherance of the policy directives and youth academic and developmental outcomes contained in HB 3231 and with Oregon's 40/40/20 educational goals and the OEIB Strategic Plan. In developing this plan, the Council shall consult with youth, parents, schools, service providing organizations, labor, business, local governments, tribes, and communities to ensure that plans achieve the highest impact, address issues of equity, leverage public and private investment, and develop sustainable models for improving youth outcomes.

The Subcommittee approved the following adjustment to this division's Current Service Level, which was zero as this was a new division proposed in the Governor's Budget:

OREGON DEPARTMENT OF EDUCATION

- Package 502 (Transfer to Youth Development) which moves the budget for the Youth Development Council into Department of Education. HB 3231 provides the authorization for the transfer. Currently these programs are part of the Office of the Governor and most were programs of the former State Commission for Children and Families. The grant funding for these programs is included in this division and the relating staffing and administrative support for the programs is included in ODE's Operations budget unit. This package adds \$5.7 million General Fund and \$15.5 million total funds.

For the first year of the 2013-15 biennium, it is assumed that programs funded through this division will be maintained at levels comparable to the annual amount they received in 2011-13.

Debt Service Costs

The Subcommittee approved a budget of \$42,371,076 Lottery Funds.

The Subcommittee approved the following adjustment to this division's Current Service Level:

- Package 810 (LFO Adjustments) which adjusts the required debt service funding to reflect the most recent estimates available from the Department of Administrative Services. A total of \$86,509 Lottery Funds is reduced by this package.

Summary of Performance Measure Action

See attached Legislatively Adopted 2013-15 Key Performance Measures form.

OREGON DEPARTMENT OF EDUCATION

DETAIL OF JOINT COMMITTEE ON WAYS AND MEANS ACTION

SB5518

Oregon Department of Education
Jim Carbone - 503-378-3619

DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE
			LIMITED	NONLIMITED	LIMITED	NONLIMITED			
2011-13 Legislatively Approved Budget at Dec 2012 *	\$ 340,837,528	\$ 54,160,517	\$ 62,940,399	\$ 107,024,055	\$ 831,354,523	\$ 285,380,254	\$ 1,681,697,276	376	357.79
2013-15 ORBITS printed Current Service Level (CSL)*	\$ 367,172,563	\$ 42,457,585	\$ 62,948,708	\$ 107,024,055	\$ 851,766,267	\$ 349,992,872	\$ 1,781,362,050	376	356.80
<u>SUBCOMMITTEE ADJUSTMENTS (from CSL)</u>									
SCR 100 - Operations									
Package 070: Revenue Shortfalls									
Services and Supplies	\$ 0	\$ 0	\$ 0	\$ (1,903,575)	\$ (7,666,101)	\$ 0	\$ (9,569,676)	0	0.00
Special Payments (6030 Dist to Non-Gov Units)	\$ 0	\$ 0	\$ 0	\$ (463,140)	\$ 0	\$ 0	\$ (463,140)		
Package 081: May 2012 E-Board									
Personal Services	\$ (118,595)	\$ 0	\$ (118,597)	\$ 0	\$ 0	\$ 0	\$ (237,192)	-1	-1.00
Services and Supplies	\$ 241,541	\$ 0	\$ 119,943	\$ 0	\$ 0	\$ 0	\$ 361,484		
Package 090: Analyst Adjustments									
Personal Services	\$ (866,074)	\$ 0	\$ 300,000	\$ 0	\$ (47,599)	\$ 0	\$ (613,673)	-2	-2.00
Services and Supplies	\$ (1,010,500)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ (1,010,500)		
Package 091: Statewide Administrative Savings									
Services and Supplies	\$ (276,887)	\$ 0	\$ (123,622)	\$ 0	\$ (413,865)	\$ 0	\$ (814,374)	0	0.00
Package 092 PERS Taxation Policy									
Personal Services	\$ (69,775)	\$ 0	\$ (16,308)	\$ 0	\$ (73,733)	\$ 0	\$ (159,816)	0	0.00
Package 093: Other PERS Adjustments									
Personal Services	\$ (466,499)	\$ 0	\$ (109,031)	\$ 0	\$ (492,957)	\$ 0	\$ (1,068,487)	0	0.00
Package 100: Superintendent Office Reorg.									
Personal Services	\$ (50,520)	\$ 0	\$ 0	\$ 0	\$ (24,747)	\$ 0	\$ (75,267)	-2	-2.00
Package 101: Operations Cleanup									
Personal Services	\$ 834,893	\$ 0	\$ (2,376,382)	\$ 0	\$ 2,141,576	\$ 0	\$ 600,087	3	3.00
Services and Supplies	\$ (836,208)	\$ 0	\$ 2,386,737	\$ 0	\$ (2,151,890)	\$ 0	\$ (601,361)		
Package 103: Native American Education									
Personal Services	\$ 83,342	\$ 0	\$ 0	\$ 0	\$ (96,823)	\$ 0	\$ (13,481)	0	0.00

OREGON DEPARTMENT OF EDUCATION

DETAIL OF JOINT COMMITTEE ON WAYS AND MEANS ACTION

SB5518

**Oregon Department of Education
Jim Carbone - 503-378-3619**

DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE
			LIMITED	NONLIMITED	LIMITED	NONLIMITED			
Package 104: CNP Positions									
Personal Services	\$ 0	\$ 0	\$ 0	\$ 0	\$ 428,020	\$ 0	428,020	3	3.00
Services and Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 64,578	\$ 0	64,578		
Package 300: Longitudinal Data System									
Services and Supplies	\$ 700,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	700,000		
Package 401: PCS Transfer to HECC									
Personal Services	\$ 1,384	\$ 0	\$(415,495)	\$ 0	\$(629,790)	\$ 0	\$(1,043,901)	-4	-5.46
Services and Supplies	\$ 0	\$ 0	\$(45,000)	\$(200,000)	\$(35,904)	\$ 0	\$(280,904)		
Package 501: Transfer to Early Learning									
Personal Services	\$ 4,997,185	\$ 0	\$ 1,747,932	\$ 0	\$ 11,006,765	\$ 0	17,751,882	108	98.87
Services and Supplies	\$ 1,491,082	\$ 0	\$ 1,275,169	\$ 0	\$ 8,848,625	\$ 0	11,614,876		
Capital Outlay	\$ 14,542	\$ 0	\$ 3,824	\$ 0	\$ 4,652	\$ 0	23,018		
Package 502: Transfer to Youth Development									
Personal Services	\$ 1,335,530	\$ 0	\$ 205,630	\$ 0	\$ 436,964	\$ 0	1,978,124	8	9.38
Services and Supplies	\$ 1,338,939	\$ 0	\$ 409,448	\$ 0	\$ 342,883	\$ 0	2,091,270		
Package 810 LFO Analyst Adjustments									
Personal Services	\$ 164,302	\$ 0	\$(176)	\$ 0	\$(1,139,080)	\$ 0	\$(974,954)	0	0.00
Package 811 Integrated Employment Exec. Order									
Personal Services	\$ 164,645	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	164,645	1	0.88
Services and Supplies	\$ 1,478,833	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	1,478,833		
Package 816: Strategic Initiative Staffing									
Personal Services	\$ 1,536,706	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	1,536,706	10	7.50
Services and Supplies	\$ 414,492	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	414,492		
Package 817: Quality Teaching Network									
Personal Services	\$ 0	\$ 0	\$ 2,647,028	\$ 0	\$ 0	\$ 0	2,647,028	16	13.00
Services and Supplies	\$ 0	\$ 0	\$ 1,076,217	\$ 0	\$ 0	\$ 0	1,076,217		

OREGON DEPARTMENT OF EDUCATION

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SB5518

Oregon Department of Education
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DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE
			LIMITED	NONLIMITED	LIMITED	NONLIMITED			
SCR 200 - Oregon School for the Deaf									
Package 081: May 2012 E-board									
Personal Services	\$ (149,811)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ (149,811)	-2	-1.83
Package 092: PERS Taxation Policy									
Personal Services	\$ (30,235)	\$ 0	\$ (2,429)	\$ 0	\$ (583)	\$ 0	\$ (33,247)	0	0.00
Package 093: Other PERS Adjustments									
Personal Services	\$ (202,140)	\$ 0	\$ (16,238)	\$ 0	\$ (3,898)	\$ 0	\$ (222,276)	0	0.00
Package 201: OSD Reorganization									
Personal Services	\$ 0	\$ 0	\$ (386)	\$ 0	\$ 0	\$ 0	\$ (386)	-11	-3.51
Services and Supplies	\$ 0	\$ 0	\$ 495,000	\$ 0	\$ 175,000	\$ 0	\$ 670,000		
SCR 250 - Youth Corrections Educational Prg.									
Package 092: PERS Taxation Policy									
Personal Services	\$ 0	\$ 0	\$ (1,676)	\$ 0	\$ 0	\$ 0	\$ (1,676)	0	0.00
Package 093: Other PERS Adjustments									
Personal Services	\$ 0	\$ 0	\$ (11,203)	\$ 0	\$ 0	\$ 0	\$ (11,203)	0	0.00
Package 251: YCEPS contracts									
Personal Services	\$ 0	\$ 0	\$ (410,995)	\$ 0	\$ 0	\$ 0	\$ (410,995)	-4	-4.00
Services and Supplies	\$ 0	\$ 0	\$ (12,315,000)	\$ 0	\$ 0	\$ 0	\$ (12,315,000)		
Special Payments (6040 Dist. To Local School Dist.)	\$ 0	\$ 0	\$ 13,489,673	\$ 0	\$ 175,000	\$ 0	\$ 13,664,673		
Package 812: State School Fund Transfer									
Special Payments (6995)	\$ 0	\$ 0	\$ 443,726	\$ 0	\$ 0	\$ 0	\$ 443,726		

OREGON DEPARTMENT OF EDUCATION

DETAIL OF JOINT COMMITTEE ON WAYS AND MEANS ACTION

SB5518

**Oregon Department of Education
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DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE
			LIMITED	NONLIMITED	LIMITED	NONLIMITED			
SCR 300 - Grant-In-Aid									
Package 070: Revenue Shortfalls									
Special Payments (6575 To Student Access Comm)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ (1,088,338)	\$ 0	\$ (1,088,338)	
Package 090: Analyst Adjustment									
Special Payments 6040 Dist to School Dist.)	\$ (482,734)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ (482,734)	
Special Payments (6995)	\$ 826,173	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 826,173	
Package 301: Preparaton for the World of Work									
Special Payments 6040 Dist to School Dist.)	\$ 8,000,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 8,000,000	
Special Payments (6995)	\$ (494,683)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ (494,683)	
Package 303: Oregon Reads									
Special Payments 6040 Dist to School Dist.)	\$ 8,800,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 8,800,000	
Special Payments (6995)	\$ (1,432,035)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ (1,432,035)	
Package 304: Support for Middle and High School									
Special Payments 6040 Dist to School Dist.)	\$ 4,000,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 4,000,000	
Special Payments (6995)	\$ 1,344,693	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 1,344,693	
Package 305: Seamless Transitions									
Special Payments 6040 Dist to School Dist.)	\$ 5,000,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 5,000,000	
Special Payments (6995)	\$ (3,369,173)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ (3,369,173)	
Package 501: Transfer to Early Learning									
Special Payments (6030 Dist to Non-Gov Units)	\$ (90,000,000)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ (90,000,000)	
Special Payments 6040 Dist to School Dist.)	\$ (171,944,145)	\$ 0	\$ 0	\$ 0	\$ (27,992,784)	\$ 0	\$ 0	\$ (199,936,929)	
Special Payments (6995)	\$ 135,216,058	\$ 0	\$ 0	\$ 0	\$ 27,992,784	\$ 0	\$ 0	\$ 163,208,842	
Package 810: LFO Analyst Adjustment									
Special Payments (6995)	\$ 1,100,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 1,100,000	
Package 813: Physical Education									
Special Payments (6995)	\$ 0	\$ 0	\$ 4,000,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 4,000,000	

OREGON DEPARTMENT OF EDUCATION

DETAIL OF JOINT COMMITTEE ON WAYS AND MEANS ACTION

SB5518

Oregon Department of Education
Jim Carbone - 503-378-3619

DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE
			LIMITED	NONLIMITED	LIMITED	NONLIMITED			
Package 817: Quality Teaching and Learning network Special Payments (6995)	\$ (9,318,724)	\$ 0	\$ 29,276,755	\$ 0	\$ 0	\$ 0	\$ 19,958,031		
SCR 450 - Common School Fund									
Package 810: LFO Analyst Adjustment Special Payments 6040 (Dist to School Dist.)	\$ 0	\$ 0	\$ 0	\$ (10,125,873)	\$ 0	\$ 0	\$ (10,125,873)		
SCR 500 - Early Childhood Division									
Package 090: Analyst Adjustments									
Services and Supplies	\$ 74,558	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 74,558		
Special Payments (6030 Dist to Non-Gov Units)	\$ 3,062,347	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 3,062,347		
Special Payments (6995)	\$ (826,173)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ (826,173)		
Package 501: Transfer to Early Learning									
Services and Supplies	\$ (74,558)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ (74,558)		
Special Payments (6025 Dist to Other Gov Units)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 2,771,181	\$ 0	\$ 2,771,181		
Special Payments (6030 Dist to Non-Gov Units)	\$ 90,152,971	\$ 0	\$ 974,246	\$ 0	\$ 12,493,814	\$ 0	\$ 103,621,031		
Special Payments (6035 Dist to Individuals)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 260,524	\$ 0	\$ 260,524		
Special Payments (6040 Dist to School Dist.)	\$ 171,944,145	\$ 0	\$ 0	\$ 0	\$ 29,715,342	\$ 0	\$ 201,659,487		
Special Payments (6045 Dist to Comm College Dist)	\$ 0	\$ 0	\$ 549,164	\$ 0	\$ 63,345	\$ 0	\$ 612,509		
Special Payments (6085 Other Special Payments)	\$ 31,534,724	\$ 0	\$ 9,229,934	\$ 0	\$ 5,083,760	\$ 0	\$ 45,848,418		
Special Payments (6100 Spc Pmt to Human Svcs)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 98,972,977	\$ 0	\$ 98,972,977		
Special Payments (6443 Spc Pmt to OHA)	\$ 2,257,259	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 2,257,259		
Special Payments (6580 Spc Pmt to OUS))	\$ 0	\$ 0	\$ 0	\$ 0	\$ 1,278,703	\$ 0	\$ 1,278,703		
Special Payments (6995)	\$ (137,005,615)	\$ 0	\$ 0	\$ 0	\$ (27,992,784)	\$ 0	\$ (164,998,399)		
Package 810: LFO Analyst Adjustments									
Personal Services	\$ 0	\$ 0	\$ 0	\$ 0	\$ (550,000)	\$ 0	\$ (550,000)	0	0.00
Services and Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 550,000	\$ 0	\$ 550,000		
Special Payments (6995)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 7,900,000	\$ 0	\$ 7,900,000		
SCR 550 - Youth Development Division									
Package 502: Transfer to Youth Development Special Payments (6085 Other Special Payments)	\$ 5,749,091	\$ 0	\$ 6,791,977	\$ 0	\$ 2,988,046	\$ 0	\$ 15,529,114		

OREGON DEPARTMENT OF EDUCATION

DETAIL OF JOINT COMMITTEE ON WAYS AND MEANS ACTION

SB5518

Oregon Department of Education
 Jim Carbone - 503-378-3619

DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE
			LIMITED	NONLIMITED	LIMITED	NONLIMITED			
SCR 850 - Debt Service									
Package 810: LFO Analyst Adjustments									
Debt Service	\$ 0	\$ (86,509)	\$ 0	\$ 0	\$ 0	\$ 0	\$ (86,509)		
TOTAL ADJUSTMENTS	\$ 64,834,351	\$ (86,509)	\$ 59,459,865	\$ (12,692,588)	\$ 143,293,663	\$ 0	\$ 254,808,782	123	115.83
SUBCOMMITTEE RECOMMENDATION *	\$ 432,006,914	\$ 42,371,076	\$ 122,408,573	\$ 94,331,467	\$ 995,059,930	\$ 349,992,872	\$ 2,036,170,832	499	472.63
% Change from 2011-13 Leg Approved Budget	26.7%	-21.8%	94.5%	-11.9%	19.7%	22.6%	21.1%	32.7%	32.1%
% Change from 2013-15 Current Service Level	17.7%	-0.2%	94.5%	-11.9%	16.8%	0.0%	14.3%	32.7%	32.5%

*Excludes Capital Construction Expenditures

OREGON DEPARTMENT OF EDUCATION

Legislatively Approved 2013-2015 Key Performance Measures

Agency: EDUCATION, OREGON DEPARTMENT of

Mission: Increase Achievement for All Students

Legislatively Proposed KPMs	Customer Service Category	Agency Request	Most Current Result	Target 2014	Target 2015
1 - ACCESS TO PRE-KINDERGARTEN—Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten services.		Approved KPM	64.00	75.00	75.00
2 - KINDERGARTEN READINESS— Percentage of kindergarten children demonstrating readiness criteria.		Approved KPM	46.30		
3 - STUDENT ACHIEVEMENT— Percentage of students meeting or exceeding statewide academic performance standards in 3rd and 8th grade reading and math.		Approved KPM	70.00	72.00	75.00
4 - STUDENT GROWTH: Percent of students meeting growth targets on statewide assessments.		Approved KPM	11.40		
5 - HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (three separate metrics).		Approved KPM	67.00	72.00	75.00
6 - COLLEGE READINESS - Success rate, participation rate, and second year persistence rate of Oregon PK-12 students into post-secondary institutions.		Approved KPM	56.20	60.00	64.00
9 - SCHOOLS CLOSING THE ACHIEVEMENT GAP—Percentage of schools closing the academic achievement gap.		Approved KPM	31.00	30.00	30.00
10 - SCHOOLS OFFERING ADVANCED COURSES—Percentage of schools offering advanced courses.		Approved KPM	55.30	67.00	67.00
11 - SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type.		Approved KPM	88,282.00	87,000.00	85,000.00
12 - SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the “watch list.”		Approved KPM	0.00	0.00	0.00

OREGON DEPARTMENT OF EDUCATION

Agency: EDUCATION, OREGON DEPARTMENT of

Mission: Increase Achievement for All Students

Legislatively Proposed KPMs	Customer Service Category	Agency Request	Most Current Result	Target 2014	Target 2015
13 - BUS SAFETY—Number of bus accidents, severity of accident, and who was at fault, compared to a similar state and the national average.		Approved KPM	61.00	65.00	65.00
14 - HIGHLY QUALIFIED TEACHERS - Percentage of core academic classes taught by highly qualified teachers.		Approved KPM	98.00	100.00	100.00
15 - MINORITY STAFF— Percentage of schools increasing or maintaining a high percentage of minority staff (Shared Measure with Teaching Standards Practices Commission and OUS).		Approved KPM	11.50	14.00	15.00
16 - TIMELY ASSESSMENTS AND ASSESSMENT RESULTS— Percentage of statewide assessment and statewide assessment results provided to districts on time		Approved KPM	100.00	100.00	100.00
17 - ON-TIME TECHNICAL PROJECTS—Percentage of technology projects met on schedule		Approved KPM	98.00	95.00	95.00
18 - ACCURATE AND TIMELY PUBLIC REPORTS—Percentage of key public reports released accurately and on time.		Approved KPM	80.00	0.00	0.00
19 - CUSTOMER SERVICE – Percentage of customers rating the agency’s customer service as “good” or “excellent”	Accuracy	Approved KPM	73.00	70.00	70.00
19 - CUSTOMER SERVICE – Percentage of customers rating the agency’s customer service as “good” or “excellent”	Availability of Information	Approved KPM	70.00	70.00	70.00
19 - CUSTOMER SERVICE – Percentage of customers rating the agency’s customer service as “good” or “excellent”	Expertise	Approved KPM	70.00	70.00	70.00
19 - CUSTOMER SERVICE – Percentage of customers rating the agency’s customer service as “good” or “excellent”	Helpfulness	Approved KPM	70.00	70.00	70.00
19 - CUSTOMER SERVICE – Percentage of customers rating the agency’s customer service as “good” or “excellent”	Overall	Approved KPM	70.00	70.00	70.00
19 - CUSTOMER SERVICE – Percentage of customers rating the agency’s customer service as “good” or “excellent”	Timeliness	Approved KPM	70.00	70.00	70.00
20 - Percentage of eligible children who receive Early Intervention/Early Childhood Special Education services that meet service level standards.		Approved KPM	27.90	100.00	100.00

OREGON DEPARTMENT OF EDUCATION

Agency: EDUCATION, OREGON DEPARTMENT of

Mission: Increase Achievement for All Students

Legislatively Proposed KPMs	Customer Service Category	Agency Request	Most Current Result	Target 2014	Target 2015
21 - Percentage of children who exit Early Intervention/Early Childhood Special Education programs functioning within age level expectations or having made substantial progress (as defined by ODE) in the outcome areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.		Approved KPM	83.60	81.40	81.40

LFO Recommendation:

LFO recommends the following on KPMs for the Oregon Department of Education (ODE). **Overall:** The agency needs to review all KPMs over the next two years in light of their implementation of their strategic plan as well as the overall goals of the Oregon Education Investment Board. In addition, there are new functions that are being added to the agency (Early Learning and Youth Development. The existing KPMs should be assessed to determine if they meet the agency's needs. This review and any resulting changes to the KPMs should be reflected in their information presented for action to the 2015 Legislature. **KPMs #7 & 8:** LFO agrees with the agency's proposal to delete these two KPMs because the Adequate Yearly Progress is longer used due to the changes in the agency's requirements under No Child Left Behind (waiver). **KPM #2:** No targets are provided for as there is data available yet for the new Kindergarten Readiness Assessment since it is just being tested at this time. **KPM #4:** Still waiting for data to set targets. **KPM #9:** Increase targets to 30% for both 2014 and 2015 to better reflect recent performance. **KPM #11:** Decrease the 2014 target to 87,000 and 2015 target to 85,000 to better reflect recent performance. The agency has used a four year rolling average. The targets will need to be reviewed in 2015 as the implementation of HB 2192 is taken into account. **KPM #15:** Increase the targets to 14% for 2014 and 15% for 2015 given the efforts by the agency and other education related entities that are focused on increasing minorities among staff. **KPM # 18:** LFO recommends deleting this KPM since it does not really measure performance as much as making sure something is done on time. It is also not necessary a core function of the agency. In addition, the standard customer service measures should account for this issue.

Sub-Committee Action:

Approve the LFO recommendation.

OREGON DEPARTMENT OF EDUCATION

77th OREGON LEGISLATIVE ASSEMBLY – 2013 Session
BUDGET REPORT AND MEASURE SUMMARY

MEASURE: SB 5519-A

JOINT COMMITTEE ON WAYS AND MEANS

Carrier – House: Rep. Buckley

Carrier – Senate: Sen. Monroe

Action: Do Pass as Amended and as Printed A-Engrossed

Vote: 20 – 5 – 2

House

Yeas: Barker, Buckley, Frederick, Freeman, Hanna, Huffman, Jenson, Komp, McLane, Nathanson, Read, Smith, Tomei, Williamson

Nays:

Exc: Richardson

Senate

Yeas: Bates, Devlin, Johnson, Monroe, Steiner Hayward, President Courtney

Nays: Girod, Hansell, Thomsen, Whitsett, Winters

Exc: Edwards

Prepared By: Jim Carbone, Department of Administrative Services

Reviewed By: Doug Wilson, Legislative Fiscal Office

Meeting Date: May 31, 2013

Agency

Department of Education – School Funding

Biennium

2013-15

OREGON DEPARTMENT OF EDUCATION

Budget Summary*

	2011-13 Legislatively Approved Budget ⁽¹⁾	2013-15 Current Service Level	2013-15 Committee Recommendation	Committee Change from 2011-13 Leg. Approved	
				\$ Change	% Change
General Fund	\$ 5,160,749,551	\$ 5,924,260,594	\$ 6,235,452,436	\$ 1,074,702,885	20.8%
Lottery Funds	\$ 554,000,717	\$ 391,169,853	\$ 314,547,564	\$ (239,453,153)	-43.2%
Other Funds	\$ 340,252	\$ 400,826	\$ 400,826	\$ 60,574	17.8%
Federal Funds	\$ 61,000,000	\$ 0	\$ 0	\$ (61,000,000)	-100.0%
Total	\$ 5,776,090,520	\$ 6,315,831,273	\$ 6,550,400,826	\$ 774,310,306	13.4%

Position Summary

Authorized Positions	0	0	0	0
Full-time Equivalent (FTE) positions	0.00	0.00	0.00	0.00

⁽¹⁾ Includes adjustments through December 2012

* Excludes Capital Construction expenditures

Summary of Revenue Changes

The School Fund Formula revenue consists of state support, which is reflected in this bill, and certain local revenues. The local revenues (primarily property taxes) are not reflected in the state budget but are estimated to provide \$3.223 billion in the 2013-15 biennium. This local revenue portion remains with the districts where collected, but is considered as a part of the Formula Revenue for allocation purposes. Formula Revenue is available for general school operations and does not include bond revenue or federal categorical aid. Also included in local revenue are distributions from the Common School Fund which is managed by the State Land Board.

State support for school funding consists primarily of General Fund and Lottery Funds. A relatively small amount of Other Funds comes from small tract timber taxes and donations.

Summary of Education Subcommittee Action

The Subcommittee approved a total state funding level of \$6,550,400,826 for the State School Fund. In addition, the operating costs of school districts will be reduced by approximately \$200 million as a result of Public Employee Retirement System (PERS) policy changes that were adopted in SB 822. The total resulting impact of State School Fund resources plus the PERS related cost reduction is that schools will have the equivalent of \$6.75 billion for operational support in 2013-15 – nearly a 17 percent increase over the current biennium. This is in addition to local revenues and state, federal and other categorical aid.

These State School Fund revenues are, for the most part, allocated to school districts and education service districts according to the formula prescribed in statute. Forty-nine percent is allocated in the 2013-14 school year and 51 percent is allocated in the 2014-15 school year. A few special purpose allocations are recommended that are different than those provided for in ORS 327.008, as follows:

- The Department of Education may expend up to \$968,000 from the State School Fund for 10th grade assessments as described in ORS 329.488.
- The Department of Education may expend up to \$1,600,000 from the State School Fund for the purposes of the Oregon Virtual School District.
- \$3,535,581 is transferred to the Local Option Equalization Grants Account established in ORS 327.339 for allocation to eligible districts.
- The Department of Education may not spend any money for administration of ORS 326.133 and 326.136 – relating to District Best Business Practices.

OREGON DEPARTMENT OF EDUCATION

DETAIL OF JOINT COMMITTEE ON WAYS AND MEANS ACTION

SB 5519-A

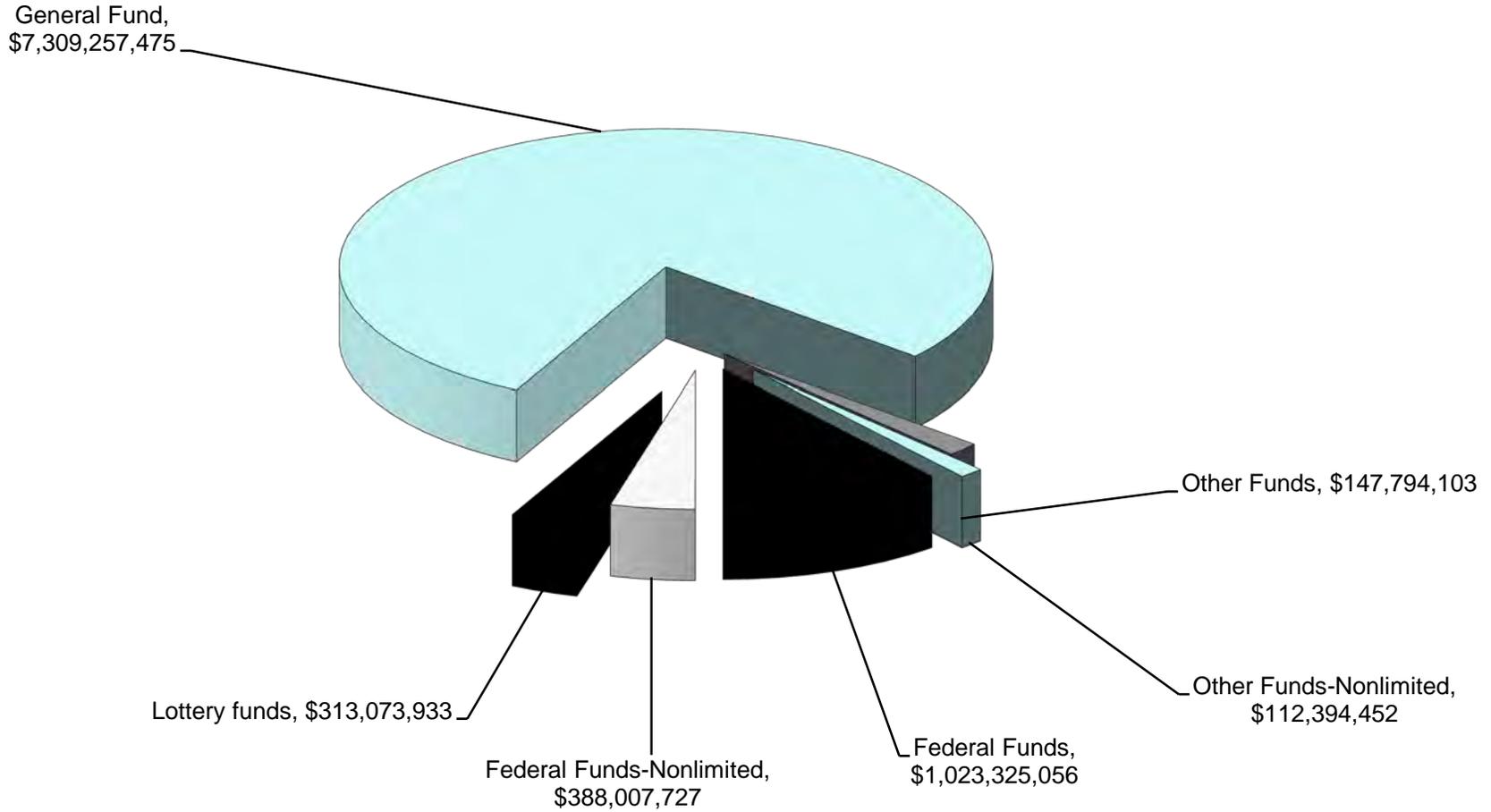
Oregon Department of Education - State School Fund
 Jim Carbone - 503-378-3619

DESCRIPTION	GENERAL FUND	LOTTERY FUNDS	OTHER FUNDS		FEDERAL FUNDS		TOTAL ALL FUNDS	POS	FTE
			LIMITED	NONLIMITED	LIMITED	NONLIMITED			
2011-13 Legislatively Approved Budget at Dec 2012 *	\$ 5,160,749,551	\$ 554,000,717	\$ 340,252	\$ 0	\$ 61,000,000	\$ 0	\$ 5,776,090,520	0	0.00
2013-15 ORBITS printed Current Service Level (CSL)*	\$ 5,924,260,594	\$ 391,169,853	\$ 400,826	\$ 0	\$ 0	\$ 0	\$ 6,315,831,273	0	0.00
<u>SUBCOMMITTEE ADJUSTMENTS (from CSL)</u>									
SCR 400 - School Funding									
Package 090 - Analyst Adjustments									
Special Payments	\$ 32,046,105	\$ (76,622,289)	\$ 0	\$ 0	\$ 0	\$ 0	\$ (44,576,184)		
Package 092 - PERS Taxation Policy									
Special Payments	\$ (12,935,081)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ (12,935,081)		
Package 093 - Other PERS Adjustments									
Special Payments	\$ (196,284,529)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ (196,284,529)		
Package 121 - School Funding Enhancements									
Special Payments	\$ 488,365,347	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 488,365,347		
TOTAL ADJUSTMENTS	\$ 311,191,842	\$ (76,622,289)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 234,569,553	0	0.00
SUBCOMMITTEE RECOMMENDATION *	\$ 6,235,452,436	\$ 314,547,564	\$ 400,826	\$ 0	\$ 0	\$ 0	\$ 6,550,400,826	0	0.00
% Change from 2011-13 Leg Approved Budget	20.8%	-43.2%	17.8%	0.0%	-100.0%	0.0%	13.4%	0.0%	0.0%
% Change from 2013-15 Current Service Level	5.3%	-19.6%	0.0%	0.0%	0.0%	0.0%	3.7%	0.0%	0.0%

*Excludes Capital Construction Expenditures

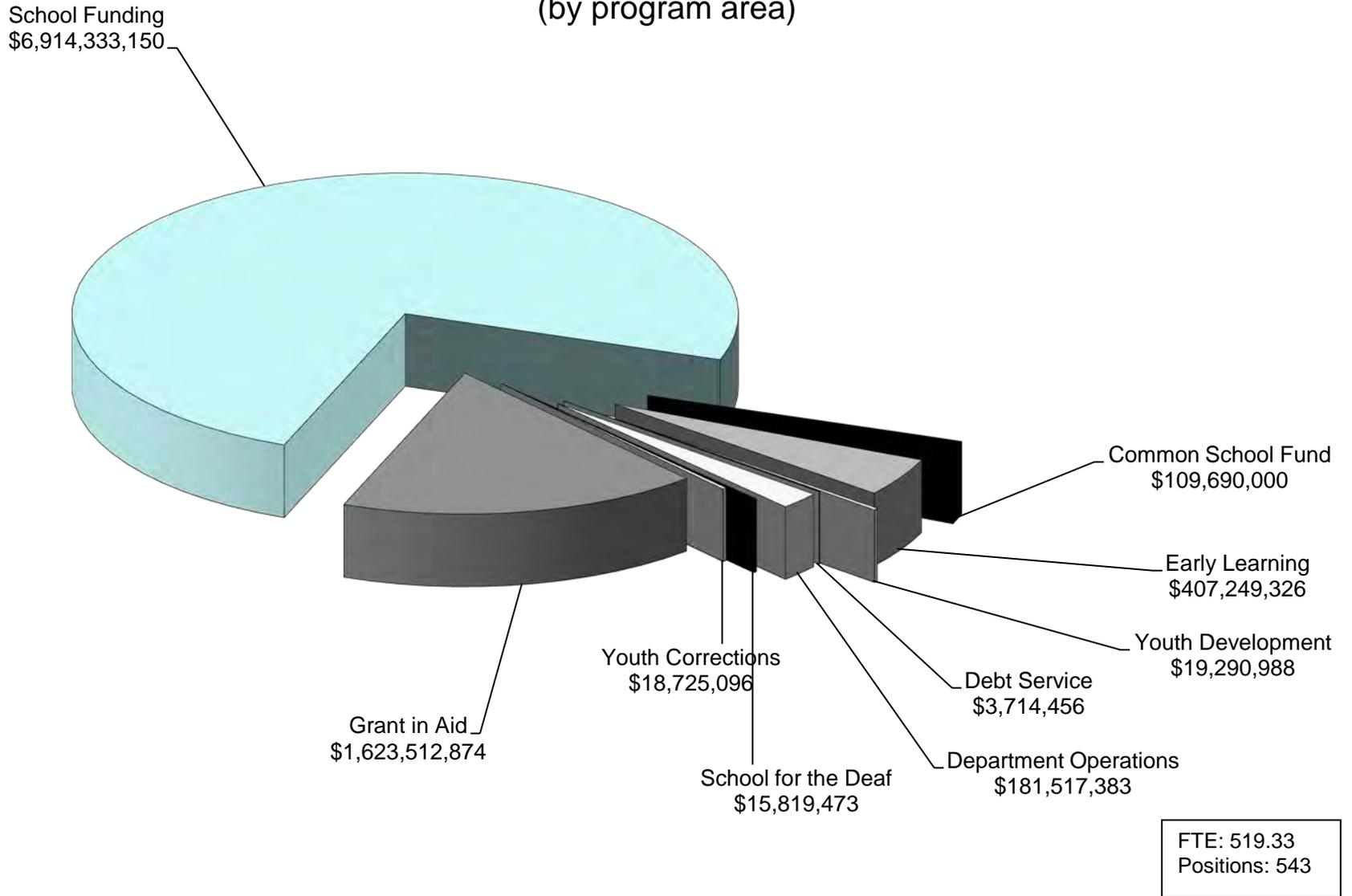
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2015-17 Governor's Recommended Budget
\$9.29 Billion All Funds
(by fund source)

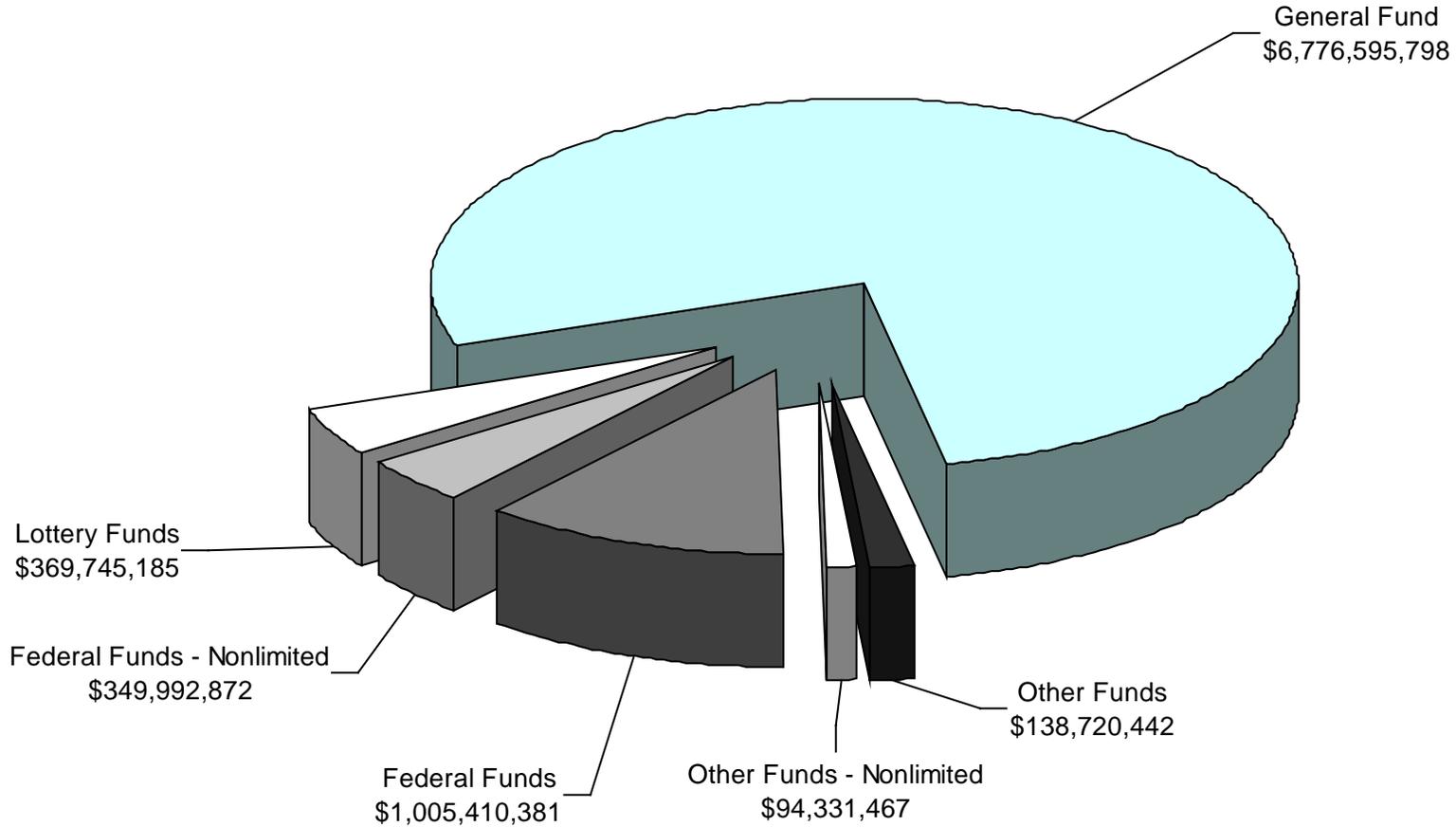


FTE: 519.33
Positions: 543

2015-17 Governor's Recommended Budget
\$9.29 Billion All Funds
(by program area)

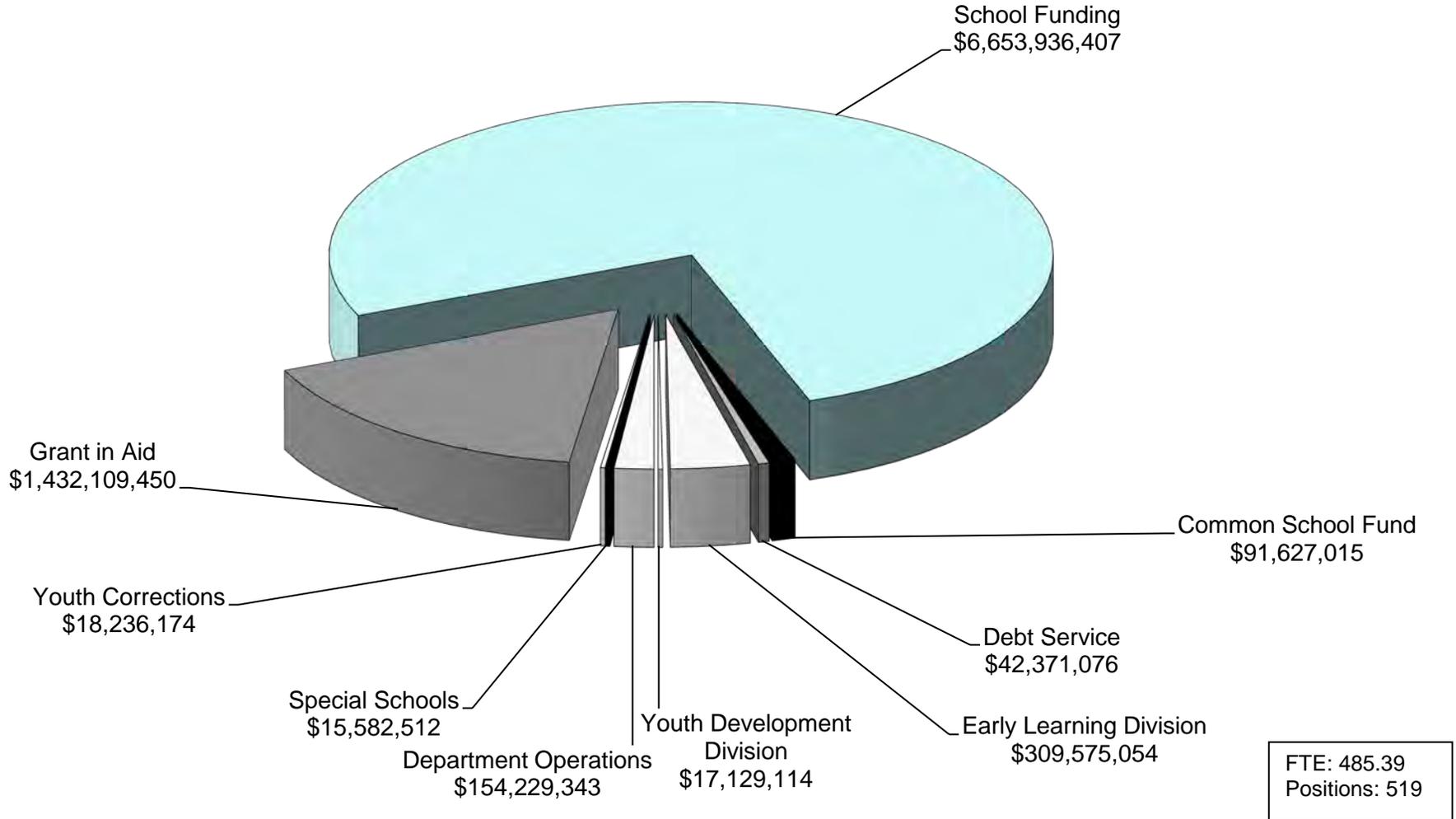


2013-15 Legislatively Approved Budget
\$8.73 Billion All Funds
(by fund source)



FTE: 485.39
Positions: 519

2013-15 Legislatively Approved Budget
\$8.73 Billion All Funds
(by program area)



MISSION STATEMENT AND STATUTORY AUTHORITY

Mission Statement

The ODE's mission is to foster excellence for every learner through innovation, collaboration, leadership and service to our education partners.

Statutory Authority

Oregon Revised Statutes (ORS) chapters 326 to 348 have provisions granting authorities and duties to the State Board and ODE.

More specifically, ORS 326.111 establishes the agency and prescribes its general functions, ORS 326.310 prescribes general educational duties for the superintendent, ORS 326.021 establishes the State Board, and ORS 326.051 prescribes the Board's general functions.

Oregon Administrative Rules (OAR) Chapter 581 contains rules adopted by the Board.

AGENCY STRATEGIC PLAN

Background

The Oregon Department of Education (ODE) provides leadership for all elementary and secondary students in Oregon's public schools and education service districts (ESDs). The agency is responsible for developing state standards, guiding school improvement efforts, developing and implementing Oregon's statewide student assessment system, and reporting student performance. Responsibilities also extend to public preschool programs, the Oregon School for the Deaf, regional programs for children with disabilities, education programs for youth in Oregon correctional facilities, and a variety of other federal and state education programs. ODE's activities are funded with a combination of General Fund, lottery funds, federal grants, and miscellaneous other funds, the latter primarily from grants and fees.

The State Board of Education, whose members are appointed by the Governor and confirmed by the Senate, directs the department with the Superintendent of Public Instruction serving as an administrative officer for public school matters (ORS 326.111) and acting as executive head of the department (ORS 326.310). Prior to July 1, 2012, the agency was headed by a separately elected Superintendent of Public Instruction, whose term was set to expire at the end of 2014. The elected superintendent vacated the office on June 30, 2012 thereby triggering the provisions of SB 552 (2011), which designates the Governor as the Superintendent once the position becomes vacant for any cause and charges the Governor with appointing a deputy superintendent who meets minimum qualifications as set forth in the bill (ORS 326.300). The Governor made this appointment, effective July 31, 2012. Rob S. Saxton currently serves as the Deputy Superintendent of Public Instruction and is the chief operating officer of the Department of Education. The Governor may empower the deputy superintendent to perform any act or duty of the office of the superintendent.

In addition to this governance change, the entire education enterprise has - for some years - been undergoing a transition with the goal of creating an integrated, aligned and seamless education system "delivering better results for students, more resources for teachers and

more accountability for taxpayers.”¹

In 2011, this alignment started with the creation of the Oregon Education Investment Board, which is charged with “overseeing the creation of a unified public education system that begins with early childhood services and continues throughout public education, from kindergarten through post-secondary education.” (SB 909, 2011) Oregon’s 2011 Legislature affirmed a clear and ambitious goal for the State, known as the “40-40-20” goal, meaning - by 2025 - all adult Oregonians will hold a high school diploma or equivalent, 40 percent will have an associate’s degree or a meaningful postsecondary certificate, and 40 percent will hold a bachelor’s degree or advanced degree.

Education reform legislation from the 2012 session continued the alignment. The Legislature passed a bill to streamline and strengthen more than two dozen state programs for children from birth to age five and help more at-risk youth arrive in kindergarten with the skills and support they need to succeed in school (HB 4165). Additionally, the Legislature passed SB 1581, which directs school districts to set meaningful achievement goals for its schools and students, with the goal of identifying and expanding the use of effective practices.

These efforts persisted with additional legislation in 2013. Among other things, legislation folded the Early Learning and Youth Development Divisions into ODE and provided \$70 million for strategic investments in support of the 40-40-20 goal (HBs 3232 and 3233). The following link takes the reader to ODE’s summary of 2013 enacted legislation: <http://www.ode.state.or.us/wma/teachlearn/conferencematerials/sped/2013/enactedlegislation.pdf>

The new governance structure, the restructuring of the education enterprise, and other education system reforms have had a profound impact on the mission, goals, priorities, and initiatives of the Oregon Department of Education. Much of this impact is reflected in the agency’s strategic plan for 2013-15. The education reform trend likely will continue in 2015-17 and beyond and will be reflected in ODE’s strategic plan for the upcoming biennium, which is not yet developed.

Long-term Goals

Some of the metrics used to report progress in student outcomes and school effectiveness have changed recently. Some have come into play due to shifting federal requirements and others have been based on areas of identified need. The latter includes reporting progress in school and district accountability and requirements for teacher and administrator evaluations. These new systems of measurement have resulted in shared agreement and clear articulation of goals as well as the development of strategic investments with extensive stakeholder involvement. Ultimately these changes, along with the support developed through collaborative partnerships, have led to the following areas of focus, which are aligned to the Legislative Assembly’s established, broad educational goals for Kindergarten through grade 12:

- equipping students with the academic and career skills and information necessary to pursue the future of their choice, through a program of rigorous academic preparation and career readiness;

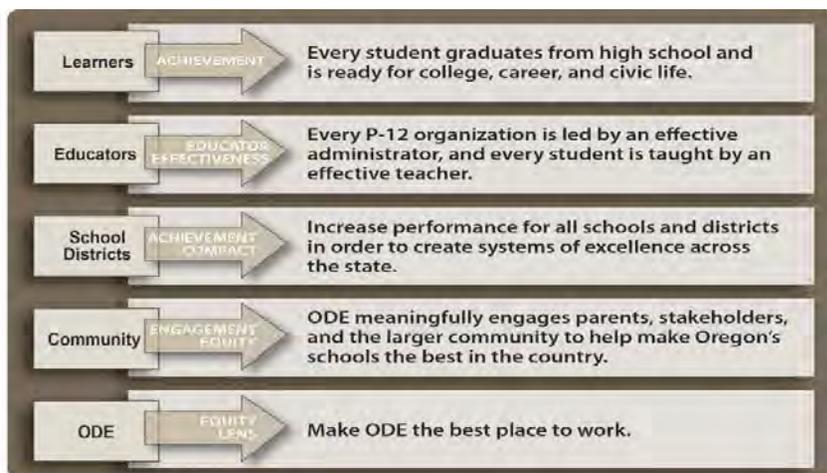
¹ Governor Kitzhaber’s web site at <http://cms.oregon.egov.com/gov/priorities/Pages/education.aspx>

- providing an environment that motivates students to pursue serious scholarship and gain experience in applying knowledge and skills and demonstrating achievement;
- providing students with the skills necessary to pursue learning throughout their lives in an ever-changing world; and
- preparing students for successful transitions to the next phase of their educational development.

These long-term goals are reflected in the agency’s performance measures and the current proposals to modify these measures. For more detail, see the “Annual Performance Progress Report” contained in this document.

Short-term Goals

As shared with the 2013 Legislative Assembly, the agency’s 2013-15 strategic plan contains the following goals:



While arguably some – if not all - of these can be considered long-term goals, the agency developed 2013-15 objectives and metrics for each goal to ensure progress would be made during 2013-15. These objectives are the agency’s short-term goals (for 2013-15). For more detail, go to <http://www.ode.state.or.us/search/page/?id=3933>

State Board of Education Mission and Goals

The State Board of Education works in partnership with local school districts, education service districts, parents, teachers, administrators and others to advance K-14 education and workforce training through community colleges. The goal of the State Board of Education is for

each student to demonstrate the knowledge and skills necessary to transition successfully to his or her next steps: *advanced learning, work, and citizenship*. To accomplish this goal, the Board has established the following expectations for Oregon's education enterprise:

- **A common core of rigorous standards for all** – Set rigorous standards so all students are challenged and acquire the knowledge and skills to be successful in their next steps.
- **An aligned PK-20 education system** – Implement a continuum of learning by creating fluid transitions at every point through the education system so all students have access to high quality life-long learning.
- **A personalized learning experience for each student** – Create schools and community colleges that are safe, culturally competent and engaging learning environments to meet the individual needs of all students.
- **A connected educational community** – Strengthen relationships between schools, community colleges, and local communities so all students enter school and community colleges ready to learn and have access to relevant life-long learning experiences.
- **A corps of quality educators prepared and ready to take on new challenges** – Train and support educators and organize schools and community colleges to support excellent teaching for each student.
- **A system to provide adequate and appropriately allocated resources** – Ensure effective and efficient resource allocation, infrastructure and governance to improve achievement.

For more information on the Board's philosophy and goals, visit: <http://www.ode.state.or.us/search/page/?id=181>

AGENCY PROCESS IMPROVEMENT EFFORTS

Recognizing an efficient and effectively run organization has a significant impact on services to its customer and client base, ODE has embarked on a number of initiatives focused on process improvements. These improvements are sought in the context of the values ODE has as guideposts for achieving its mission: <http://www.ode.state.or.us/superintendent/priorities/mission-vision-handou4.pdf>

- 1) Knowing employees are our biggest resource and dramatically impact the agency's overall performance, our values include a desire "...to attract, develop, and retain the best talent in our organization ... who exceed expectations, deliver results, demonstrate a can-do attitude, and foster collaboration." Under Goal 5 in the agency's 2013-15 strategic plan, objective #1 embodies this value: "Attract, develop and retain top talent."

To help ensure we have these kinds of employees on board, we have undertaken significant work in streamlining and standardizing employee performance evaluations. Prior to this work, evaluations were done using a variety of approaches leading to inconsistent results; many were not done annually; and some were not done at all. An early focus of the new administration was to standardize evaluations, ensure they are done timely, and ensure the evaluations focus on the right things. The agency has developed and adopted standardized evaluation forms and a scoring rubric to help ensure consistency; issues monthly reports to the executive team on the status of evaluations (by office) to ensure accountability; and has tied elements of the evaluation form to the agency's values.

OREGON DEPARTMENT OF EDUCATION

We know these values can significantly affect customer service and, while we have not yet conducted our 2014 customer service survey, we have heard many anecdotes about the positive changes at ODE regarding customer service.

- 2) To further ensure successful delivery on Goal 5 (Make ODE the best place to work!) in the agency's strategic plan, ODE engaged the services of an external consulting firm with expertise in process review, organizational assessment, and performance management. The purpose of the review was to assess the organizational placement of the Human Resources function as well as to review core HR processes to look for efficiencies and effective practices to meet these two objectives under Goal 5: 1) attract, develop and retain top-performing staff and 2) increase the diversity at ODE. The review resulted in over three dozen recommendations to help ODE accomplish its objectives under Goal 5. Some of those recommendations have been implemented, some will be implemented at a later date and some need legislative action such as Policy Option Package 109.
- 3) Similarly, with the addition of two new divisions (Early Learning and Youth Development Division), \$70 million in strategic education initiatives, and many new staff who come from outside state government, ODE's workload in some areas of accounting, budgeting and procurement has doubled and – in some cases – tripled without a commensurate increase in staffing. We are about to embark on another review by an external consultant – with expertise in “lean” practices – to help us identify areas where process improvements can help us better address the workload increase. Concurrent with that process, ODE is undertaking a review of its policies and procedures to determine what can be streamlined or eliminated and what needs modification to be more efficient and effective.
- 4) Finally, ODE is developing an internal operational level agreement (OLA) between the support services in the agency and program delivery units. The intent of this OLA is to lay out clearly the services that can be provided by functions such as accounting, procurement, legislative coordination, and information technology; to agree to service level expectations; and to clarify responsibilities of all parties to the agreement. It will help formalize expectations around services with end users and customers. Without these, customer expectations will assume that everything will be delivered and available at a 100% level all the time. When that doesn't happen, customers sometimes attempt workarounds that wind up creating inefficiencies for the organization.

2017-17 SHORT-TERM PLAN

Agency Programs

Information on the following primary programs also can be located on the agency's website as well as in other sections of this document. Many of these programs will be impacted by the initiatives in this budget, which are discussed in more detail in the policy option packages included in this document.

Office of the Deputy Superintendent of Public Instruction

The Office of the Deputy Superintendent provides the overall supervision and management of the Department of Education. In its leadership role, it develops and implements education policy, and ensures the implementation of legislative, executive branch, and federal government policies and procedures are done with fidelity. Elements of the office include the State Board of Education; the Quality

Education Commission; the Fair Dismissal Appeals Board; communications; internal auditing; and legal and legislative coordination. Currently Human Resources is located in Office of Finance and Administration, Employee Services.

Office of Learning

The Office of Learning was created in 2013 as part of a department-wide restructure and includes the following units:

Instruction, Standards, Assessment and Accountability Unit

Assessment and Accountability supports ODE roles of accountability, leadership, and school improvement, represented by data collection from and reporting on Schools, Districts, and Educational Service Districts (ESDs). The second component is the design, development and implementation of student assessments.

- [Accountability & Reporting](#)
- [Student Assessment](#)

Instruction and Standards ensures that all components of Oregon's public and private educational enterprise, pre-kindergarten through postsecondary (PK-20), are effectively interconnected to provide appropriate and personalized instruction for each student. Leadership is provided to Oregon's districts and schools, professional development for teachers and administrators, and tools for student success.

- [Common Core/College and Career Readiness](#)
- [Educator Effectiveness](#)
- [Federal Programs](#)
- [Operations](#)
- [School Improvement](#)
- [Secondary/Post-secondary Transitions](#)

Educational Equity Unit

This unit provides focus on closing the achievement gap and better serving our students of color and our English Language Learners.

- [Civil Rights](#)
- [Closing the Achievement Gap](#)
- [Indian Education](#)
- [Limited English and Immigrant](#)
- [Migrant Education](#)

Student Services Unit

Student Services supports and monitors programs that provide direct services to diverse learners, and assists in the development of strategies to address unique learning differences. Units in this office manage programs that include special education, early childhood special education, accountability and program compliance, and capacity building and partnerships with community stakeholders. This work

is designed to ensure that multiple teaching and learning strategies encompass student needs derived from socio-economic, social emotional, linguistic, cultural, ethnic or other differences.

- [Child Nutrition](#)
- [Early Childhood Education](#)
- [Education Programs & Assessment](#)
- [Special Education General Supervision](#)
- [IDEA Compliance and District Resources](#)
- [Oregon School for the Deaf](#)
- [Regional Programs / Best Practices](#)

Office of Finance and Administration

The Office of Finance and Administration, in addition to traditional business functions, manages the State School Fund and the pupil transportation program.

- [School Finance](#)
- [Pupil Transportation](#)

Early Learning Division

Oregon's Early Learning Division is charged with improving kindergarten readiness and family stability, while making sure multiple systems are more coordinated and aligned to most effectively support families. It reports to the Early Learning Council.

- [Oregon Head Start Prekindergarten Program](#)
- [Oregon Early Head Start](#)
- [Office of Child Care](#)
- [Healthy Families Oregon](#)
- [Relief Nurseries](#)
- [Race to the Top/Other Early Initiatives](#)
- [Administration and Other Early Learning Initiatives](#)

Youth Development Division

The Youth Development Division provides evidence-based/best practice community prevention and intervention services for at-risk middle and high school age youth who are chronically acting out and/or are victims of neglect. It reports to the Youth Development Council, which was established by House Bill 4165 in 2012 to assist the Oregon Education Investment Board in overseeing a unified system that provides services to school-age children through youth 20 years of age in a manner that supports academic success, reduces criminal involvement and is integrated, measurable and accountable.

OREGON DEPARTMENT OF EDUCATION

Agency and Governor Initiatives

For more details, refer to the Policy Option Packages contained in this document, which include focus on the early years (see POPs 160, 200, 203, and 204), school improvement (see POP 101) and closing the achievement gap (see POPs 103, 108, and 150). A comprehensive list of all POPs follows:

	Positions	FTE	Amount (All Fund Types)
Policy Packages:			
101 School & District Turnaround Model	-	-	3,000,000
103 Spanish Assessments	-	-	115,000
106 Facilities Expansion	-	-	60,288
107 Position Cleanup (2015)	12	14.13	146,189
108 Native American Liaison	1	1.00	234,687
109 Deputy Supt. Reorganization	1	1.00	229,586
111 YCEP Technical Adjustment	(2)	(2.00)	-
144 Physical Education Fund Shift	-	-	4,000,000
145 College & Career - CTE	-	-	14,700,000
146 College & Career - NQTL	-	-	7,800,000
147 College & Career - Math-HS	-	-	5,400,000
148 Equity - Collective Impact			2,500,000
148 Native American Attendance Pilot			1,500,000
148 Food Nutrition Programs			3,000,000
149 TELL Survey transfer to OEIB			(250,000)
151 YDD Position Cleanup	1	1.50	293,466
152 Title XX Backfill (DHS shortfall)	-	-	-
160 Age 0 to Grade 3	7	7.00	248,800,000
161 Age 0 to Grade 3 - Kicker	-	-	56,200,000
165 Longitudinal Data System			12,499,529
170 Statewide Lottery Rebalance			-
189 Community Innovation Centers	2	2.00	621,581
198 Regional Coordinators	8	7.00	2,175,526

OREGON DEPARTMENT OF EDUCATION

		Positions	FTE	Amount (All Fund Types)
200	Early Learning QA & Improvement	17	14.13	5,512,178
203	Birth to Age 3	-	-	34,950,000
204	Early Years to Early Grades	5	5.00	64,282,847

The following table displays the agency's legislative concepts or 2013-15:

LC#	Subject	Description
425	Compulsory School Age	Lowers compulsory age for school from 7 to 5 (kindergarten attendance required).
426	Instructional Materials	Expands types of materials available to schools. Eliminates statutory fee. Materials to be updated continually. New data collection on materials used in districts and schools.
427	YDD Responsibilities	Transfers some juvenile crime prevention duties to Oregon Youth Authority.
428	Child Care Tax Credit Program	Increases revenue cap from \$500,000 to \$2.5 million; removes sunset; deletes provision that funds flow through community agencies.
429	Early Learning Hub	Maintains hub metrics, matching funding requirements, service delivery in hub-less areas that would otherwise sunset in 2015.
430	Nutrition Standards	Updates Oregon school food and beverage law with federal law. Allows nut butters, seeds, diluted juice.
431	State School Fund	Adds language to clarify the School Fund may accept dollars from other sources.
432	Diploma	Establishes different types of diploma; written as task force.
434	K-3 Reading Literacy Initiative	Establishes grant fund for full-day kindergarten and early literacy practices.
435	ELD Birth-to-Three Program	Establishes birth-to-three grant to improve includes social/emotional health screenings, coordinated system of home visiting, parent education, etc.

CRITERIA FOR 2015-17 BUDGET DEVELOPMENT

Principles for Budget Development

- Place the highest priority on activities that support student achievement and success
- Reflect Governor, State Board and ODE values and priorities
- Leverage current employees
- Focus on what works
- Continue to pursue all possible efficiencies
- Ensure a fair and equitable budget that positions the agency and education enterprise for success

OTHER CONSIDERATIONS

Ballot Measure 30

The department's current programs are not affected by Ballot Measure 30.

Inmate Work Opportunities

The department uses inmate services for the following: printing and distribution services.

Dispute Resolution

The department ensures certain staff receive training to provide these services internally for a variety of programs. The department uses these staff before seeking assistance from outside sources.

Oregon Department of Education

Expenditure Appropriation/Limitation Based on 2013-15 Legislatively Adopted Budget

	Other Funds		Lottery Funds	Federal Funds		Total Funds	
	General Fund	Limited	Non-Limited	Limited	Non-Limited		
Dept. Operations and Grant in Aid * (includes OSD, BVISF and YCEP)	420,590,560	121,807,264	2,704,452		867,952,056	388,007,727	1,801,062,059
Early Learning Division	274,601,014	15,227,572	0		151,782,275	0	441,610,861
Youth Development Division	13,028,635	6,822,860	0		3,590,725		23,442,220
State School Fund	6,598,757,737	3,936,407		311,639,006			6,914,333,150
Common School Fund			109,690,000				109,690,000
Debt Related Services	2,279,529	0		1,434,927			3,714,456
Total Oregon Department of Education	7,309,257,475	147,794,103	112,394,452	313,073,933	1,023,325,056	388,007,727	9,293,852,746

* See detail on following pages

OREGON DEPARTMENT OF EDUCATION

Oregon Department of Education

Expenditure Appropriation/Limitation Based on 2015-17 Governor's Recommended Budget

	Other Funds		Federal Funds		Lottery Funds	Total Funds
	General Fund	Limited	Non-Limited	Limited	Non-Limited	
Dept. Operations and Grant in Aid * (includes OSD and YCEP)	420,590,560	121,807,264	2,704,452	867,952,056	388,007,727	1,801,062,059
Early Learning Division	274,601,014	15,227,572	0	151,782,275	0	441,610,861
Youth Development Division	13,028,635	6,822,860	0	3,590,725	0	23,442,220
State School Fund	6,598,757,737	3,936,407			311,639,006	6,914,333,150
Common School Fund			109,690,000			109,690,000
Debt Related Costs	2,279,529				1,434,927	3,714,456
Total Oregon Department of Education	7,309,257,475	147,794,103	112,394,452	1,023,325,056	388,007,727	9,293,852,746

Dept. Operations and Grant in Aid (includes OSD, BVISF and YCEP)

Expenditure Appropriation/Limitation Based on 2015-17 Governor's Recommended Budget

	Other Funds		Federal Funds		Total Funds	
	General Fund	Limited	Non-Limited	Limited		Non-Limited
Office of Deputy Superintendent	5,413,063	1,003,371	0	69,201	0	6,485,635
Office of Information Technology	9,101,015	11,316,747	0	5,609,736	0	26,027,498
Office of Research & Data Analysis	944,078	209,784	0	256,429	0	1,410,291
Office of Finance and Administration	11,704,040	8,727,868	0	1,679,777	0	22,111,685
OFFICE OF LEARNING						
Instruction, Standards, Assessment & Accountability	173,593,023	38,016,045	30,000	462,743,475	0	674,382,543
Equity	5,400,494	5,682,336	0	48,672,877	0	59,755,707
Student Services (Includes OSD, CNP, OVSD, BVISF and YCEP)	214,434,847	56,851,113	2,674,452	348,920,561	388,007,727	1,010,888,700
Grand Total Operations & Grant in Aid	420,590,560	121,807,264	2,704,452	867,952,056	388,007,727	1,801,062,059

OREGON DEPARTMENT OF EDUCATION

Office of Deputy Superintendent (including State Board of Education)

Expenditure Appropriation/Limitation Based on 2015-17 Governor's Recommended Budget

	Other Funds		Federal Funds		Total Funds
	General Fund	Limited	Non-Limited	Limited	
Department Operations	5,413,063	1,003,371	0	69,201	6,485,635
Grant in Aid					0
Total Funds	5,413,063	1,003,371	0	69,201	6,485,635

Finance and Administration

Expenditure Appropriation/Limitation Based on 2015-17 Governor's Recommended Budget

	Other Funds		Federal Funds		Total Funds
	General Fund	Limited	Non-Limited	Limited	
Department Operations	11,704,040	8,727,868		1,679,777	22,111,685
Grant in Aid					0
Total Funds	11,704,040	8,727,868	0	1,679,777	22,111,685

Office of Research & Analysis

Expenditure Appropriation/Limitation Based on 2015-17 Governor's Recommended Budget

	Other Funds		Federal Funds		Total Funds
	General Fund	Limited	Non-Limited	Limited	
Department Operations	944,078	209,784		256,429	1,410,291
Grant in Aid					0
Total Funds	944,078	209,784	0	256,429	1,410,291

OREGON DEPARTMENT OF EDUCATION

Office of Information Technology

Expenditure Appropriation/Limitation Based on 2015-17 Governor's Recommended Budget

	Other Funds		Federal Funds		Total Funds
	General Fund	Limited	Non-Limited	Limited	
Department Operations	9,101,015	11,316,747		5,609,736	26,027,498
Grant in Aid					0
Total Funds	9,101,015	11,316,747	0	5,609,736	26,027,498

Office of Learning, Instruction, Standards, Assessment and Accountability

Expenditure Appropriation/Limitation Based on 2015-17 Governor's Recommended Budget

	Other Funds		Federal Funds		Total Funds
	General Fund	Limited	Non-Limited	Limited	
Department Operations (excluding Special Payments)	22,730,188	7,820,905	30,000	20,858,890	51,439,983
Grant in Aid **	150,862,835	30,195,140		441,884,585	622,942,560
Total Funds	173,593,023	38,016,045	30,000	462,743,475	674,382,543

Federal Funds Sources - Grant in Aid

ESEA Title IA Grants To Local Educational Agencies	309,504,051
Educator Effectiveness	46,144,750
Career & Tech Education	31,119,698
All Other Federal Grants	55,116,086
	441,884,585

OREGON DEPARTMENT OF EDUCATION

Office of Learning, Instruction, Standards, Assessment and Accountability (Con't.)

Expenditure Appropriation/Limitation Based on 2015-17 Governor's Recommended Budget

	Other Funds		Federal Funds		Total Funds	
	General Fund	Limited	Non-Limited	Limited		Non-Limited
Department Operations (excluding Special Payments)	22,730,188	7,820,905	30,000	20,858,890	0	51,439,983
Grant in Aid **	150,862,835	30,195,140	0	441,884,585	0	622,942,560
Total Funds	173,593,023	38,016,045	30,000	462,743,475	0	674,382,543

General Fund Sources - Grant in Aid

	General Fund
Physical Education Grants	4,383,231
Student Leadership Centers	252,560
CTE Revitalization Grants	24,597,698
For Inspiration & Recognition of Science & Tech	654,318
Accelerated Learning *	12,550,000
STEM ** (formerly <i>Connecting to the World of Work</i>)	7,850,000
Math-English Redesign	3,400,000
High School Equivalency	2,000,000
Start Making a Reader Today (SMART)	504,700
Literacy	83,199,043
School Improvement	10,000,000
Culturally Responsive Teaching	400,000
Other small ISAA Grant Programs	1,071,285
	<u>150,862,835</u>

HB 3232 (2013) Investments

* Accelerated Learning in base was formerly *Seamless Transitions and Support for Middle-High Schools*

** STEM in base was formerly *Connecting to the World of Work*

Other Funds Sources - Grant in Aid

	Other Funds
Mentoring	11,000,000
School District Collaborative Grants	12,000,000
Support Implementation of CCSS	3,075,140
Empty Limitation	4,120,000
	<u>30,195,140</u>

HB 3233 (2013) Investments

*** Mentoring and SD Collaborative Grants in base were formerly *Educator Effectiveness*

OREGON DEPARTMENT OF EDUCATION

Office of Learning, Equity

Expenditure Appropriation/Limitation Based on 2015-17 Governor's Recommended Budget

	Other Funds			Federal Funds		Total Funds
	General Fund	Limited	Non-Limited	Limited	Non-Limited	
Department Operations	1,000,494	2,014,417		3,955,458		6,970,369
Grant in Aid,	4,400,000	3,667,919		44,717,419		52,785,338
Total Funds	<u>5,400,494</u>	<u>5,682,336</u>	0	<u>48,672,877</u>	0	<u>59,755,707</u>

General Fund - Grant in Aid

Equity in Collective Impact	2,500,000
OR Tribes Attendance Pilot	1,500,000
Culturally Responsive Teaching	400,000
	<u>4,400,000</u>

Federal Funds Sources - Grant in Aid

ESEA Title IC, Migrant Education	20,757,515
ESEA Title III English Language Acquisition State Grants	23,959,904
	<u>44,717,419</u>

Other Fund Sources - Grant in Aid

Culturally Responsive Teaching (<i>formerly Closing Achievement Gap</i>) (HB 3233 (2013) Investment)	3,667,919
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OREGON DEPARTMENT OF EDUCATION

Office of Learning, Student Services

Expenditure Appropriation/Limitation Based on 2015-17 Governor's Recommended Budget

	Other Funds			Federal Funds		Total Funds
	General Fund	Limited	Non-Limited	Limited	Non-Limited	
Department Operations	3,395,039	1,386,503	2,674,452	21,103,165		28,559,159
Grant in Aid	199,526,984	35,166,089		325,084,176	388,007,727	947,784,976
Total Funds	202,922,023	36,552,592	2,674,452	346,187,341	388,007,727	976,344,135

Federal Funds Sources - Grant in Aid

Individuals With Disabilities Act, Part B Special Ed Grants To States	254,264,769	
Early Childhood Special Education	19,074,942	
Early Intervention	9,044,146	
Regional Programs	31,548,341	
Long-Term Care & Treatment	2,793,006	
Hospital Programs	80,558	
Child Nutrition Programs		388,007,727
Other Special Education Programs	8,278,414	
	<u>325,084,176</u>	<u>388,007,727</u>

General Fund Sources - Grant in Aid

Response to Intervention (RTI) *	2,195,567
Early Intervention	33,403,414
Early Childhood Special Education	112,986,740
Blind & Visually Impaired Student Fund	997,717
Regional Programs	26,697,017
Hospital Programs	1,318,994
Child Nutrition Programs	6,669,252
Long Term Care and Treatment	15,258,283
Other Special Education Programs	0
	<u>199,526,984</u>

* HB 3232 Investments

OREGON DEPARTMENT OF EDUCATION

SLP - School for the Deaf

Expenditure Appropriation/Limitation Based on 2015-17 Governor's Recommended Budget

	Other Funds		Federal Funds		Total Funds
	General Fund	Limited	Non-Limited	Limited	
Department Operations	11,512,824	3,795,840		510,809	15,819,473
Grant in Aid					0
Total Funds	11,512,824	3,795,840	0	510,809	15,819,473

SLP - Youth Corrections Educational Program

Expenditure Appropriation/Limitation Based on 2015-17 Governor's Recommended Budget

	Other Funds		Federal Funds		Total Funds
	General Fund	Limited	Non-Limited	Limited	
Department Operations		16,502,681		2,222,411	18,725,092
Grant in Aid					0
Total Funds	0	16,502,681	0	2,222,411	18,725,092

Total Student Services

Expenditure Appropriation/Limitation Based on 2015-17 Governor's Recommended Budget

	Other Funds		Federal Funds		Total Funds
	General Fund	Limited	Non-Limited	Limited	
Department Operations	14,907,863	21,685,024	2,674,452	23,836,385	63,103,724
Grant in Aid	199,526,984	35,166,089	0	325,084,176	947,784,976
Total Funds	214,434,847	56,851,113	2,674,452	348,920,561	1,010,888,700

OREGON DEPARTMENT OF EDUCATION

Early Learning Education Programs

Expenditure Appropriation/Limitation Based on 2015-17 Governor's Recommended Budget

	Other Funds		Federal Funds		Total Funds
	General Fund	Limited	Non-Limited	Limited	
Department Operations	10,869,467	2,309,908		21,182,160	34,361,535
Grant in Aid	263,731,547	12,917,664		130,600,115	407,249,326
Total Funds	274,601,014	15,227,572	0	151,782,275	441,610,861
Federal Funds Sources - Grant in Aid					
Health, Safety & Quality				121,289,996	
Race to the Top				9,310,119	
				<u>130,600,115</u>	
General Fund Sources - Grant in Aid					
Health, Safety & Quality	5,455,849				
Great Start	1,334,870				
Prekindergarten	135,246,878				
Head Start	5,686,311				
Healthy Families	24,553,448				
Relief Nurseries	7,119,822				
Mixed Delivery Preschool	29,800,000				
Early Literacy	1,816,920				
Early Learning Hub Funding	28,597,449				
Kindergarten Readiness & Innovation Fund	9,120,000				
Early Intervention/Early Childhood Spec Educ **	15,000,000				
	<u>263,731,547</u>				

OREGON DEPARTMENT OF EDUCATION

Youth Development Programs

Expenditure Appropriation/Limitation Based on 2015-17 Governor's Recommended Budget

	Other Funds		Federal Funds		Total Funds
	General Fund	Limited	Non-Limited	Limited	
Department Operations	3,183,891	454,303		513,038	4,151,232
Grant in Aid	9,844,744	6,368,557		3,077,687	19,290,988
Total Funds	<u>13,028,635</u>	<u>6,822,860</u>	0	<u>3,590,725</u>	<u>0</u>

Federal Funds Sources - Grant in Aid

Juvenile Crime Prevention	<u>3,077,687</u>
	<u>3,077,687</u>

General Fund Sources - Grant in Aid

Juvenile Crime Prevention	5,825,684
Community Schools	95,880
Youth Innovation	3,296,000
Youth Investment	<u>627,180</u>
	<u>9,844,744</u>

OREGON DEPARTMENT OF EDUCATION

Summary of 2015-17 Biennium Budget

Education, Dept of
Education, Dept of
2015-17 Biennium

Governor's Budget
Cross Reference Number: 58100-000-00-00-00000

Description	Positions	Full-Time Equivalent (FTE)	ALL FUNDS	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds
2013-15 Leg Adopted Budget	509	480.03	8,604,469,101	6,659,579,970	369,745,185	134,760,610	996,058,997	94,331,467	349,992,872
2013-15 Emergency Boards	10	5.36	130,327,044	117,015,828	-	3,959,832	9,351,384	-	-
2013-15 Leg Approved Budget	519	485.39	8,734,796,145	6,776,595,798	369,745,185	138,720,442	1,005,410,381	94,331,467	349,992,872
2015-17 Base Budget Adjustments									
Net Cost of Position Actions									
Administrative Biennialized E-Board, Phase-Out	(28)	(16.82)	(589,710)	1,285,062	-	853,888	(2,728,660)	-	-
Estimated Cost of Merit Increase			-	-	-	-	-	-	-
Base Debt Service Adjustment			(40,936,149)	-	(40,936,149)	-	-	-	-
Base Nonlimited Adjustment			56,077,840	-	-	-	-	18,062,985	38,014,855
Capital Construction			-	-	-	-	-	-	-
Subtotal 2015-17 Base Budget	491	468.57	8,749,348,126	6,777,880,860	328,809,036	139,574,330	1,002,681,721	112,394,452	388,007,727
Essential Packages									
010 - Non-PICS Pers Svc/Vacancy Factor									
Vacancy Factor (Increase)/Decrease	-	-	(271,094)	(13,990)	-	(56,679)	(200,425)	-	-
Non-PICS Personal Service Increase/(Decrease)	-	-	312,423	194,221	-	76,747	41,455	-	-
Subtotal	-	-	41,329	180,231	-	20,068	(158,970)	-	-
020 - Phase In / Out Pgm & One-time Cost									
021 - Phase-in	-	-	188,994,392	183,684,785	-	5,309,607	-	-	-
022 - Phase-out Pgm & One-time Costs	-	-	(129,801,667)	(107,290,583)	-	(11,411,084)	(11,100,000)	-	-
Subtotal	-	-	59,192,725	76,394,202	-	(6,101,477)	(11,100,000)	-	-
030 - Inflation & Price List Adjustments									
Cost of Goods & Services Increase/(Decrease)	-	-	306,724,301	274,233,479	-	3,735,370	28,755,452	-	-
State Gov't & Services Charges Increase/(Decrease)			2,465,074	2,341,102	-	123,972	-	-	-

OREGON DEPARTMENT OF EDUCATION

Summary of 2015-17 Biennium Budget

Education, Dept of
Education, Dept of
2015-17 Biennium

Governor's Budget
Cross Reference Number: 58100-000-00-00-00000

<i>Description</i>	<i>Positions</i>	<i>Full-Time Equivalent (FTE)</i>	<i>ALL FUNDS</i>	<i>General Fund</i>	<i>Lottery Funds</i>	<i>Other Funds</i>	<i>Federal Funds</i>	<i>Nonlimited Other Funds</i>	<i>Nonlimited Federal Funds</i>
Subtotal	-	-	309,189,375	276,574,581	-	3,859,342	28,755,452	-	-
040 - Mandated Caseload									
040 - Mandated Caseload	-	-	29,508,488	29,508,488	-	-	-	-	-
050 - Fundshifts and Revenue Reductions									
050 - Fundshifts	-	-	(239,586,353)	(238,872,873)	-	-	(713,480)	-	-
060 - Technical Adjustments									
060 - Technical Adjustments	-	-	688,179	997,179	-	(309,000)	-	-	-
Subtotal: 2015-17 Current Service Level	491	468.57	8,908,381,869	6,922,662,668	328,809,036	137,043,263	1,019,464,723	112,394,452	388,007,727

OREGON DEPARTMENT OF EDUCATION

Summary of 2015-17 Biennium Budget

Education, Dept of
Education, Dept of
2015-17 Biennium

Governor's Budget
Cross Reference Number: 58100-000-00-00-00000

<i>Description</i>	<i>Positions</i>	<i>Full-Time Equivalent (FTE)</i>	<i>ALL FUNDS</i>	<i>General Fund</i>	<i>Lottery Funds</i>	<i>Other Funds</i>	<i>Federal Funds</i>	<i>Nonlimited Other Funds</i>	<i>Nonlimited Federal Funds</i>
Subtotal: 2015-17 Current Service Level	491	468.57	8,908,381,869	6,922,662,668	328,809,036	137,043,263	1,019,464,723	112,394,452	388,007,727
070 - Revenue Reductions/Shortfall									
070 - Revenue Shortfalls	-	-	-	-	-	-	-	-	-
Modified 2015-17 Current Service Level	491	468.57	8,908,381,869	6,922,662,668	328,809,036	137,043,263	1,019,464,723	112,394,452	388,007,727
080 - E-Boards									
080 - May 2014 E-Board	-	-	-	-	-	-	-	-	-
081 - September 2014 E-Board	-	-	-	-	-	-	-	-	-
Subtotal Emergency Board Packages	-	-	-	-	-	-	-	-	-
Policy Packages									
090 - Analyst Adjustments	-	-	(82,300,000)	(82,300,000)	-	-	-	-	-
101 - School & District Turnaround Model	-	-	3,000,000	3,000,000	-	-	-	-	-
102 - K to Grade 3 Literacy	-	-	-	-	-	-	-	-	-
103 - Spanish Assessments K-8	-	-	115,000	115,000	-	-	-	-	-
104 - SSF Full-day K	-	-	-	-	-	-	-	-	-
105 - Instructional Materials	-	-	-	-	-	-	-	-	-
106 - Facilities Expansion	-	-	60,288	30,144	-	30,144	-	-	-
107 - Position Cleanup 2015	12	14.13	146,189	-	-	-	146,189	-	-
108 - Native American Education Enhancement	1	1.00	234,687	234,687	-	-	-	-	-
109 - Deputy Supt Office Reorg	1	1.00	229,586	229,586	-	-	-	-	-
110 - SSF HB5101 (2013)	-	-	-	-	-	-	-	-	-
111 - YCEP Tech Adjustments	(2)	(2.00)	-	-	-	-	-	-	-
112 - Early Learning Division Support and Rule-making	-	-	-	-	-	-	-	-	-
144 - PE fund shift to GF	-	-	4,000,000	4,000,000	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Summary of 2015-17 Biennium Budget

Education, Dept of
Education, Dept of
2015-17 Biennium

Governor's Budget
Cross Reference Number: 58100-000-00-00-00000

<i>Description</i>	<i>Positions</i>	<i>Full-Time Equivalent (FTE)</i>	<i>ALL FUNDS</i>	<i>General Fund</i>	<i>Lottery Funds</i>	<i>Other Funds</i>	<i>Federal Funds</i>	<i>Nonlimited Other Funds</i>	<i>Nonlimited Federal Funds</i>
145 - College & Career CTE	-	-	14,700,000	14,700,000	-	-	-	-	-
146 - College & Career NQTL	-	-	7,800,000	7,800,000	-	-	-	-	-
147 - College & Career Math/HS	-	-	5,400,000	5,400,000	-	-	-	-	-
148 - Equity/Collective Impact/Poverty	-	-	7,000,000	7,000,000	-	-	-	-	-
149 - Tell Survey to OEIB	-	-	(250,000)	(250,000)	-	-	-	-	-
150 - YDD Youth & Community Grant Development	-	-	-	-	-	-	-	-	-
151 - YDD Position Cleanup	1	1.50	293,466	595,311	-	(301,845)	-	-	-
152 - Title XX Backfill	-	-	-	947,459	-	(947,459)	-	-	-
160 - Age 0 to Grade 3	7	7.00	248,800,000	248,800,000	-	-	-	-	-
161 - Age 0 to Grade 3 Kicker	-	-	56,200,000	56,200,000	-	-	-	-	-
165 - Longitudinal DB	-	-	12,499,529	2,279,529	-	10,220,000	-	-	-
170 - Statewide Lottery Balance	-	-	-	15,735,103	(15,735,103)	-	-	-	-
189 - Community Innovation Center	2	2.00	621,581	621,581	-	-	-	-	-
198 - Early Learn Regional Coord	8	7.00	2,175,526	2,175,526	-	-	-	-	-
200 - EL Quality Assurance & Improvement	17	14.13	5,512,178	721,263	-	1,750,000	3,040,915	-	-
201 - Child Care Tax Credit Extension	-	-	-	-	-	-	-	-	-
203 - Birth to Three Years	-	-	34,950,000	34,950,000	-	-	-	-	-
204 - Early Years to Early Grades	5	5.00	64,282,847	63,609,618	-	-	673,229	-	-
Subtotal Policy Packages	52	50.76	385,470,877	386,594,807	(15,735,103)	10,750,840	3,860,333	-	-

Total 2015-17 Governor's Budget	543	519.33	9,293,852,746	7,309,257,475	313,073,933	147,794,103	1,023,325,056	112,394,452	388,007,727
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Percentage Change From 2013-15 Leg Approved Budget	4.62%	6.99%	6.40%	7.86%	-15.33%	6.54%	1.78%	19.15%	10.86%
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OREGON DEPARTMENT OF EDUCATION

Summary of 2015-17 Biennium Budget

Education, Dept of
Education, Dept of
2015-17 Biennium

Governor's Budget
Cross Reference Number: 58100-000-00-00-00000

<i>Description</i>	<i>Positions</i>	<i>Full-Time Equivalent (FTE)</i>	<i>ALL FUNDS</i>	<i>General Fund</i>	<i>Lottery Funds</i>	<i>Other Funds</i>	<i>Federal Funds</i>	<i>Nonlimited Other Funds</i>	<i>Nonlimited Federal Funds</i>
Percentage Change From 2015-17 Current Service Level	10.59%	10.83%	4.33%	5.58%	-4.79%	7.84%	0.38%	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Agencywide Program Unit Summary
2015-17 Biennium**

Version: Y - 01 - Governor's Budget

<i>Summary Cross Reference Number</i>	<i>Cross Reference Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
100-00-00-00000	Department Operations						
	General Fund	34,299,779	45,777,314	52,025,737	66,462,617	68,341,275	-
	Other Funds	12,468,263	26,561,738	26,941,375	27,766,690	37,948,258	-
	Federal Funds	51,434,151	72,071,879	75,262,231	72,625,401	75,227,854	-
	All Funds	98,202,193	144,410,931	154,229,343	166,854,708	181,517,387	-
200-00-00-00000	OSD						
	General Fund	10,980,894	10,894,677	11,375,088	11,512,824	11,512,824	-
	Other Funds	4,297,010	3,660,633	3,695,804	3,795,840	3,795,840	-
	Federal Funds	272,124	505,778	511,620	510,809	510,809	-
	All Funds	15,550,028	15,061,088	15,582,512	15,819,473	15,819,473	-
250-00-00-00000	Youth Corrections Educational Program						
	Other Funds	15,002,917	16,069,050	16,078,493	16,502,685	16,502,681	-
	Federal Funds	1,743,422	2,157,681	2,157,681	2,222,411	2,222,411	-
	All Funds	16,746,339	18,226,731	18,236,174	18,725,096	18,725,092	-
300-00-00-00000	Grant - In - Aid and District Supports						
	General Fund	294,041,835	216,750,714	222,100,333	426,140,493	354,789,819	-
	Other Funds	17,618,200	73,227,494	73,227,494	69,441,148	69,029,148	-
	Federal Funds	1,087,671,460	1,136,781,623	1,136,781,623	1,201,693,907	1,199,693,907	-
	All Funds	1,399,331,495	1,426,759,831	1,432,109,450	1,697,275,548	1,623,512,874	-

____ Agency Request
2015-17 Biennium

____ Governor's Budget
Page _____

____ Legislatively Adopted
Agencywide Program Unit Summary - BPR010

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Agencywide Program Unit Summary
2015-17 Biennium**

Version: Y - 01 - Governor's Budget

<i>Summary Cross Reference Number</i>	<i>Cross Reference Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
400-00-00-00000	School Funding						
	General Fund	5,129,904,792	6,222,625,891	6,322,625,891	6,856,733,834	6,598,757,737	-
	Lottery Funds	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
	Other Funds	340,252	400,826	3,936,407	3,936,407	3,936,407	-
	Federal Funds	22,449,100	-	-	-	-	-
	All Funds	5,698,598,657	6,550,400,826	6,653,936,407	7,188,044,350	6,914,333,150	-
450-00-00-00000	Common School Fund						
	Other Funds	101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	-
500-00-00-00000	Early Learning Division						
	General Fund	3,232,943	157,897,265	161,119,658	177,316,338	263,731,547	-
	Other Funds	2,971,960	10,753,344	10,753,344	12,505,664	12,917,664	-
	Federal Funds	136,629,046	131,546,862	137,702,052	130,600,115	130,600,115	-
	All Funds	142,833,949	300,197,471	309,575,054	320,422,117	407,249,326	-
550-00-00-00000	Youth Development Division						
	General Fund	-	5,634,109	7,349,091	9,844,744	9,844,744	-
	Other Funds	-	6,791,977	6,791,977	6,368,557	6,368,557	-
	Federal Funds	-	2,988,046	2,988,046	3,077,687	3,077,687	-
	All Funds	-	15,414,132	17,129,114	19,290,988	19,290,988	-

____ Agency Request
2015-17 Biennium

____ Governor's Budget
Page _____

____ Legislatively Adopted
Agencywide Program Unit Summary - BPR010

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Agencywide Program Unit Summary
2015-17 Biennium**

Version: Y - 01 - Governor's Budget

<i>Summary Cross Reference Number</i>	<i>Cross Reference Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
850-71-00-00000	Debt Service Costs						
	General Fund	-	-	-	-	2,279,529	-
	Lottery Funds	54,160,517	42,371,076	42,371,076	1,434,927	1,434,927	-
	Other Funds	5,283,175	-	-	-	-	-
	All Funds	59,443,692	42,371,076	42,371,076	1,434,927	3,714,456	-
TOTAL AGENCY							
	General Fund	5,472,460,243	6,659,579,970	6,776,595,798	7,548,010,850	7,309,257,475	-
	Lottery Funds	600,065,030	369,745,185	369,745,185	328,809,036	313,073,933	-
	Other Funds	159,068,260	229,092,077	233,051,909	250,006,991	260,188,555	-
	Federal Funds	1,300,199,303	1,346,051,869	1,355,403,253	1,410,730,330	1,411,332,783	-
	All Funds	7,531,792,836	8,604,469,101	8,734,796,145	9,537,557,207	9,293,852,746	-

OREGON DEPARTMENT OF EDUCATION

Oregon Department of Education																			Agency Number: 58100			
2015-17 Biennium																						
Agency-Wide Priorities for 2015-17 Biennium																						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Priority (ranked with highest priority first)	Agency Initials	Program or Activity Initials	Program Unit/Activity Description	Identify Key Performance Measure(s)	Primary Purpose Program- Activity Code	GF	LF	OF	NL-OF	FF	NL-FF	TOTAL FUNDS	Pos.	FTE	New or Enhanced Program (Y/N)	Included as Reduction Option (Y/N)	Legal Req. Code (C, D, FM, FO, S)	Legal Citation	Explain What is Mandatory (for C, FM, and FO Only)	Comments on Proposed Changes to CSL included in Agency Request		
Agcy	Prgm/ Div																					
1	1	ODE	NQTL	Network for Quality Teaching and Learning	5,6,9,14	7		30,155,059				\$ 30,155,059			N	N	S	See individual sheet for SCR.				
2	2	ODE	ED EFFECT	Educator Effectiveness	5,6,9,17	7		0		46,144,750		\$ 46,144,750			N	N	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
3	3	ODE	STRAT INIT	Strategic Initiatives	5,6,7,8,9,10	7	22,504,267					\$ 22,504,267			N	N	S	See individual sheet for SCR.				
4	4	ODE	CTE	Career & Technical Education (Voc Educ)	5,7,9	7	9,382,698			31,119,698		\$ 40,502,396			N	Y	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
5	1	ODE	SSF	State School Fund	5,6,7,8,9,10,11,12,13,14,15	7	6,445,322,634	327,374,109	0			\$ 6,772,696,743			N	Y	S, C, FM	See individual sheet for SCR.	See individual sheet for SCR.			
6	2	ODE	SSF	Local Option Equalization Grants	5,6,7,8,9,10,11,12,13,14,16	7			3,936,407			\$ 3,936,407			N	N	C	See individual sheet for SCR.	See individual sheet for SCR.			
7	1	ODE	CSF	Common School Fund - distributions to local districts	5,6,7,8,9,10,11,12,13,14,15	7				109,690,000		\$ 109,690,000			N	Y	S	See individual sheet for SCR.				
8	1	ODE	RS	Ready for School	1,2,3,4	7	2,367,010		927,209	0	5,581,116	\$ 8,875,335	22	21.41	N	Y	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
9	2	ODE	SAS	Success for all Students	5,6,7,8,9,14	7	6,181,823		8,786,099	2,704,452	19,458,915	\$ 37,131,289	111	105.12	N	Y	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
10	3	ODE	ACCT	Accountability and Outcomes	5,6,7	7	15,361,462		4,821,970	0	26,074,399	\$ 46,257,831	160	153.29	N	Y	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
11	4	ODE	ASST	Assessment	5,6,7,16	7	11,088,728		35,533	0	9,597,124	\$ 20,721,385	21	21.00	N	Y	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
12	5	ODE	IDS	Data Management	5,6,7	7	2,859,269		209,784	0	5,212,155	\$ 8,281,208	13	12.00	N	Y	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
13	6	ODE	LDR	Leadership	5,6,7,8,18	7	5,118,782		985,694	0	712,832	\$ 20,721,385	20	19.00	N	Y	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
14	5	ODE	RP	Educating Children with Disabilities in Regional Programs	5,6,9	7	26,697,017		29,163		31,548,341	\$ 58,274,521			N	N	FM	See individual sheet for SCR.	See individual sheet for SCR.			
15	6	ODE	RTI	Response to Intervention	5,6,9	7	2,060,000					\$ 2,060,000			N	N	S	See individual sheet for SCR.				
16	7	ODE	HOS/PEDS	Educating Children with Disabilities in Hospital & Pediatric Nursing Programs	5,6,9	7	1,318,994		8,786,838		80,558	\$ 10,186,390			N	N	FM	See individual sheet for SCR.	See individual sheet for SCR.			
17	8	ODE	LTCT	Educating Children with Disabilities in Long-term Care and Treatment Programs	5,6,9	7	15,258,283		21,947,400		2,793,006	\$ 39,998,689			N	N	FM	See individual sheet for SCR.	See individual sheet for SCR.			
18	9	ODE	EI/ECSE	Early Intervention/Early Childhood Special Education	2,3	7	146,390,154				28,119,088	\$ 174,509,242			N	N	FM, FO	See individual sheet for SCR.	See individual sheet for SCR.			
19	1	ODE	OSD	OSD Classroom	5,6,7,9	7	6,179,865		478,182		433,256	\$ 7,091,303	38	35.88	N	N	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
20	2	ODE	OSD	OSD Nutrition	5,6,7,9	7	599,589		204,082			\$ 803,671	6	4.25	N	N	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
21	3	ODE	OSD	OSD Administration	5,6,7,9	7	935,050		678,839		77,553	\$ 1,691,442	6	6.00	N	N	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
22	4	ODE	OSD	OSD Physical Plant	5,6,7,9	7	1,227,915		1,965,058			\$ 3,192,973	12	11.50	N	N	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
23	5	ODE	OSD	OSD Medical	5,6,7,9	7	377,849		154,454			\$ 532,303	3	2.58	N	N	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
24	6	ODE	OSD	OSD Residential	5,6,7,9	7	2,181,277		315,225			\$ 2,496,502	17	14.87	N	N	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
25	10	ODE	BVI	Blind & Visually Impaired Student Fund	5,6,9	7	997,717		3,169,896			\$ 4,167,613			N	N	FM	See individual sheet for SCR.	See individual sheet for SCR.			
26	1	ODE	ELD	Early Learning Hubs	TBD	7	5,932,319		3,109,374		1,768,923	\$ 10,810,616			N	N	FM	See individual sheet for SCR.	See individual sheet for SCR.			
27	2	ODE	ELD	Service Delivery Programs (Healthy Families Oregon, Relief Nurseries, Oregon PreKindergarten)	TBD	7	152,599,869		6,397,457			\$ 158,997,326			N	Y	S	See individual sheet for SCR.				
28	3	ODE	ELD	Office of Child Care	TBD	7	157,560		1,569,112		128,631,191	\$ 130,357,863			N	N	FM	See individual sheet for SCR.	See individual sheet for SCR.			

OREGON DEPARTMENT OF EDUCATION

Oregon Department of Education																			Agency Number: 58100			
2015-17 Biennium																						
Agency-Wide Priorities for 2015-17 Biennium																						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Priority (ranked with highest priority first)	Agency Initials	Program or Activity Initials	Program Unit/Activity Description	Identify Key Performance Measure(s)	Primary Purpose Program- Activity Code	GF	LF	OF	NL-OF	FF	NL-FF	TOTAL FUNDS	Pos.	FTE	New or Enhanced Program (Y/N)	Included as Reduction Option (Y/N)	Legal Req. Code (C, D, FM, FO, S)	Legal Citation	Explain What is Mandatory (for C, FM, and FO Only)	Comments on Proposed Changes to CSL included in Agency Request		
Agcy	Prgm/ Div																					
29	4	ODE	ELD	Kindergarten Partnership and Innovation Fund	TBD	7	4,120,000					\$ 4,120,000			N	Y	S	See individual sheet for SCR.				
30	5	ODE	ELD	Early Head Start	TBD	7	1,586,311					\$ 1,586,311			N	Y	S	See individual sheet for SCR.				
31	1	ODE	YDD	Youth and Community	TBD	7	95,880		6,995,737			\$ 7,091,617			Y	N	S	See individual sheet for SCR.				
32	2	ODE	YDD	Youth and Gangs	TBD	7	783,300					\$ 783,300			Y	N	S	See individual sheet for SCR.				
33	3	ODE	YDD	Youth and Innovation	TBD	7	3,296,000					\$ 3,296,000			Y	N	S	See individual sheet for SCR.				
34	4	ODE	YDD	Youth and Juvenile Crime Prevention	TBD	7				3,077,687		\$ 3,077,687			Y	N	FM, S	See individual sheet for SCR.	See individual sheet for SCR.			
35	5	ODE	YDD	Juvenile Crime Prevention	TBD	7	5,825,684					\$ 5,825,684			N	Y	S	See individual sheet for SCR.				
36	1	ODE	YCEP	Youth Corrections Education Program	5,6	7			16,502,685		2,222,411	\$ 18,725,096	4	4.00	N	*	C, FM, S	See individual sheet for SCR.	See individual sheet for SCR.			
37	11	ODE	CNP	Breakfast Program	5,6,7,9	7	1,692,086					\$ 1,692,086			N	Y	S	See individual sheet for SCR.				
38	12	ODE	CNP	Children Nutrition Programs - other	5,6,7,9	7	1,977,166			0		\$ 1,977,166			N	N	S	See individual sheet for SCR.				
39	13	ODE	SFSP	Children Nutrition Programs - other federal	5,6,7,9	7					388,007,727	\$ 388,007,727			N	Y	FM	See individual sheet for SCR.	See individual sheet for SCR.			
40	14	ODE	TIT-IA	NCLB Low-Income	5,6,7,9	7					309,504,051	\$ 309,504,051			N	**	FM	See individual sheet for SCR.	See individual sheet for SCR.			
41	15	ODE	IDEAB	Individuals with Disabilities Education Act	5,6,7,9	7					254,264,769	\$ 254,264,769			N	**	FM	See individual sheet for SCR.	See individual sheet for SCR.			
42	16	ODE	TIT-IC	NCLB Migrant Education	5,6,7,9	7					20,757,515	\$ 20,757,515			N	**	FM	See individual sheet for SCR.	See individual sheet for SCR.			
43	17	ODE	TIT-IV	NCLB English Language Acquisition	5,6,7,9	7					23,959,904	\$ 23,959,904			N	**	FM	See individual sheet for SCR.	See individual sheet for SCR.			
44	18	ODE	ACC/ROAR	Accelerated College Credits/Reach Out and Read	8	7	350,302					\$ 350,302			N	Y	S	See individual sheet for SCR.				
45	19	ODE	FIRST	For Inspiration & Recognition of Science & Technology (FIRST)	5,6,7,9	7	654,318					\$ 654,318			N	Y	S	See individual sheet for SCR.				
46	20	ODE	SMART	Start Making a Reader Today (SMART)	5,6,7,9	7	504,700					\$ 504,700			N	Y	S	See individual sheet for SCR.				
47	21	ODE	SLC	Student Leadership Centers	5,6,7,9	7	767,560					\$ 767,560			N	N	S	See individual sheet for SCR.				
48	22	ODE	OTH	All Other Programs	5,6,7,9	7	3,060,000		1,232,792		65,394,500	\$ 69,687,292			N	Y	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
49	23	ODE	PE	Phys Ed Grants	5,6,7,9	7	383,231		4,120,000			\$ 4,503,231			N	Y	S	See individual sheet for SCR.				
N/A	N/A	ODE	OPS	Central Operations -NOT SUBJECT TO RANKING	17,18	7	8,511,519		9,166,741	0	2,933,530	\$ 20,611,790	59	57.67	N	Y	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
N/A	N/A	ODE	SGSC	SGSC -NOT SUBJECT TO RANKING	N/A	7	6,121,597		431,053	0	2,926	\$ 6,555,576			N	N	S, FM	See individual sheet for SCR.	See individual sheet for SCR.			
N/A	N/A	ODE	DS	Debt Service on Lottery-backed Bonds - NOT SUBJECT TO RANKING	N/A	7		1,434,927				\$ 1,434,927			N	N	D	See individual sheet for SCR.				
						6,922,829,785	328,809,036	137,111,843	112,394,452	1,019,470,198	388,007,727	\$ 8,908,623,041	491	468.57								

OREGON DEPARTMENT OF EDUCATION

ACTIVITY OR PROGRAM	DESCRIBE REDUCTION	AMOUNT AND FUND TYPE	RANK AND JUSTIFICATION
(WHICH PROGRAM OR ACTIVITY WILL NOT BE UNDERTAKEN)	(DESCRIBE THE EFFECTS OF THIS REDUCTION. INCLUDE POSITIONS AND FTE IN 2015-17 AND 2017-19)	(GF, LF, OF, FF. IDENTIFY REVENUE SOURCE FOR OF, FF)	(RANK THE ACTIVITIES OR PROGRAMS NOT UNDERTAKEN IN ORDER OF LOWEST COST FOR BENEFIT OBTAINED)
OPERATIONS - ATTORNEY GENERAL COSTS	REDUCES AG FUNDING SINCE LESS USAGE IS ANTICIPATED.	\$20,000 GENERAL FUND	1 - NO SIGNIFICANT IMPACT EXPECTED
GRANT-IN-AID – NUTRITION PROGRAMS	REDUCES FUNDING BASED ON AMOUNT EXPECTED TO BE REVERTED (USING PROJECTIONS AND PAST BIENNIA EXPERIENCE).	\$366,925 GENERAL FUND	2 – BASED ON HISTORICAL EXPERIENCE AND PROJECTIONS, NO SIGNIFICANT IMPACT EXPECTED
GRANT-IN-AID - SMART	REDUCES FUNDING BY 10% FOR START MAKING A READER TODAY. IMPACT CURRENTLY UNKNOWN BUT OTHER SOURCES OF FUNDING MAY BE ABLE TO MITIGATE THE REDUCTION.	\$50,470 GENERAL FUND	3
GRANT-IN-AID – FIRST	REDUCES FUNDING BY 10% FOR SOME SCHOOL ROBOTICS TEAMS, AFFECTING STUDENTS' OPPORTUNITIES TO PARTICIPATE IN STATE AND NATIONAL COMPETITIONS. (GRANTS PROVIDE FUNDING TO SCHOOLS FOR ROBOTICS KITS AND CERTAIN COSTS OF THE ROBOTICS COMPETITIONS SUCH AS TRANSPORTATION OF PARTICIPATING STUDENTS.) IMPACT CURRENTLY UNKNOWN BUT OTHER SOURCES OF FUNDING MAY BE ABLE TO MITIGATE THE REDUCTION.	\$65,432 GENERAL FUND	4
OPERATIONS - ASSESSMENT	AFFECTS 12TH GRADE OAKS – THIS AMOUNT REPRESENTS THE NET RESULT OF A TWO-YEAR CUT FROM NOT OFFERING THE OAKS ASSESSMENT (\$600,000) OFFSET BY THE INCREASED COSTS FOR OFFERING AN ADDITIONAL OPPORTUNITY ON SBAC AT ~\$440,000 (40,000 STUDENTS OVER TWO YEARS X \$11/STUDENT COST).	\$160,000 GENERAL FUND	5

OREGON DEPARTMENT OF EDUCATION

ACTIVITY OR PROGRAM	DESCRIBE REDUCTION	AMOUNT AND FUND TYPE	RANK AND JUSTIFICATION
STATE SCHOOL FUND	REDUCES FUNDING FOR THE LARGEST (MONETARILY SPEAKING) OF ODE'S PROGRAMS. DECISIONS ARE MADE AT THE LOCAL LEVEL BUT AT THE AVERAGE TEACHER SALARY LEVEL, THIS CUT REPRESENTS OVER 3,600 TEACHERS, CONSIDERABLY MORE IF YOU ASSUME ANY LAYOFFS WOULD BE AMONG LESS-EXPERIENCED TEACHERS WITH LOWER SALARIES. FOR SCHOOL DAYS, ABOUT THREE WEEKS' WORTH WOULD BE CUT.	\$672,361,746 GENERAL FUND \$32,880,904 LOTTERY FUNDS	6
GRANT-IN-AID – OTHER PROGRAMS	REDUCES FUNDING BY 10% FOR SMALL GRANTS SUCH AS REACH OUT TO READ AND ACCELERATED COLLEGE CREDIT GRANTS. IMPACT CURRENTLY UNKNOWN BUT OTHER SOURCES OF FUNDING MAY BE ABLE TO MITIGATE THE REDUCTION.	\$35,030 GENERAL FUND	7
GRANT-IN-AID – PE GRANTS	REDUCES FUNDING FOR GRANTS TO CERTAIN DISTRICTS TO IMPLEMENT STATE STATUTES REGARDING PHYSICAL EDUCATION.	\$38,323 GENERAL FUND	8
OPERATIONS – IT COSTS	ASSUMES INCREASE IN DAS IT CHARGE WILL COVER CERTAIN SERVICES NOW PROVIDED BY U OF O FOR SERVERS.	\$225,600 GENERAL FUND	9 – RANKING REFLECTS UNCERTAINTY ABOUT WHETHER DAS WILL PROVIDE THESE SERVICES
EARLY LEARNING GRANTS – EARLY HEAD START	REDUCES FUNDING BY 10% OR 6 SLOTS PER YEAR.	\$158,631 GENERAL FUND	10
EARLY LEARNING GRANTS – KINDERGARTEN INNOVATION	REDUCES FUNDING BY 10% TO GRANTEEES USING INNOVATIVE STRATEGIES FOR CONNECTING EARLY LEARNING AND K-12.	\$412,000 GENERAL FUND	11
OPERATIONS – SERVICES AND SUPPLIES	LIKELY RESULTS IN REDUCED OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT AND ORIENTATION	\$60,000 GENERAL FUND	12

OREGON DEPARTMENT OF EDUCATION

ACTIVITY OR PROGRAM	DESCRIBE REDUCTION	AMOUNT AND FUND TYPE	RANK AND JUSTIFICATION
EARLY LEARNING GRANTS – GREAT START	REDUCES FUNDING BY 10% FOR SERVICES AND SUPPORTS TO FAMILIES WITH CHILDREN, PRENATAL TO AGE 8.	\$133,487 GENERAL FUND	13
EARLY LEARNING GRANTS – HEALTHY FAMILIES	REDUCES FUNDING BY 10% FOR PROGRAM THAT PROVIDES INFORMATION AND REFERRAL SERVICES AND INTENSIVE HOME VISITS TO OREGON FAMILIES.	\$1,455,345 GENERAL FUND	14
OPERATIONS – CONTRACTED SERVICES	REDUCES RESOURCES FOR AGENCY TO CONTINUE WITH TRANSFORMATION WORK THROUGH USE OF OUTSIDE EXPERTS TO REVIEW AND IMPROVE AGENCY PROGRAMS AND PROCESSES.	\$200,000 GENERAL FUND	15
YOUTH DEVELOPMENT GRANTS – JUVENILE CRIME PREVENTION	REDUCES FUNDING BY 10%. 2015-17 BUDGET REQUEST INCLUDES A TRANSFER OF THIS PROGRAM TO THE OREGON YOUTH AUTHORITY. IF REDUCTION IS APPROVED, THE POP WILL NEED TO BE ADJUSTED.	\$582,568 GENERAL FUND	16
OPERATIONS - HELPDESK	REDUCES CONTRACT WITH ESD AND SHIFTS RESPONSIBILITIES TO EXISTING ODE STAFF. REDUCES ASSESSMENT TRAINING AND ADMINISTRATION SUPPORT SERVICES TO SCHOOLS AND DISTRICTS RESULTING IN DELAYS FOR DISTRICTS IN TESTING STUDENTS, POTENTIAL LACK OF TESTING FOR STUDENTS, POTENTIAL FOR SCHOOLS/DISTRICTS TO MISS ACHIEVEMENT COMPACT TARGETS, AND POTENTIAL FOR LOWER RATINGS ON STATE AND FEDERAL ACCOUNTABILITY REPORTS. WILL CREATE DELAYS AND QUALITY ISSUES FOR STATE ASSESSMENT AND ACCOUNTABILITY TASKS.	\$100,000 GENERAL FUND	17

OREGON DEPARTMENT OF EDUCATION

ACTIVITY OR PROGRAM	DESCRIBE REDUCTION	AMOUNT AND FUND TYPE	RANK AND JUSTIFICATION
EARLY LEARNING GRANTS – RELIEF NURSERIES	REDUCES FUNDING BY 10% FOR RELIEF NURSERIES THAT PROVIDE SERVICES TO FAMILIES AND CHILDREN AMONG THE HIGHEST RISK FACTORS FOR CHILD ABUSE AND NEGLECT.	\$679,954 GENERAL FUND	18
GRANT-IN-AID – CTE PROGRAMS	REDUCES FUNDING BY ABOUT 8.6% FOR MAINTAINING PROGRAMS RELATED TO 40-40-20 GOALS, STEM AND DIPLOMA REQUIREMENTS; STATE MAY BE FACED WITH SUPPLANTING ISSUE IF WORK IS PICKED UP WITH FEDERAL FUNDS.	\$802,623 GENERAL FUND	19
EARLY LEARNING GRANTS – HEALTH, SAFETY AND QUALITY	REDUCES FUNDING BY 10% FOR CHILD CARE SUBSIDIES.	\$15,756 GENERAL FUND	20
OPERATIONS – UNPLANNED VACANCIES	AGENCY WILL NEED TO HOLD POSITIONS VACANT LONGER (ROUGHLY 8 MONTHS IN TOTAL FOR ABOUT 35 POSITIONS); SPECIFIC IMPACT DEPENDS ON WHICH POSITIONS ARE LEFT VACANT DURING 2015-17. THIS REPRESENTS NEARLY 10% OF THE OPERATIONS WORKFORCE.	\$1,234,400 GENERAL FUND	21
EARLY LEARNING GRANTS – OREGON PREKINDERGARTEN	REDUCES FUNDING BY 10% OR APPROXIMATELY 760 CONTRACTED SLOTS PER YEAR.	\$13,124,688 GENERAL FUND	22
TOTAL GENERAL FUND AND LOTTERY FUNDS		\$692,282,978 GENERAL FUND \$32,880,904 LOTTERY FUNDS	--

Operations - The target amounts for Other Funds and Federal Funds are \$2.81 million Other Funds and \$6.96 million Federal Funds, respectively.

The reduction in Federal Funds limitation affects the Department's ability to administer programs as required as a condition of accepting the funds. For many federal programs, this would result in non-compliance with requirements to oversee and provide assistance to local grantees. It could result in a student assessment program that does not meet federal requirements under NCLB. Funds not used for their intended purposes would eventually have to be returned to the federal government. Grants to local programs would be put in jeopardy if the state lacks resource to provide appropriate oversight. The state would be required to provide General Fund support to federally mandated programs currently supported with federal dollars.

A large portion of Other Funds in Department Operations is for the Network for Quality Teaching and Learning, a new initiative of the Governor that was approved by the 2013 Legislative Assembly. Cuts to this program's limitation will reduce ODE's ability to continue implementation, support and oversight of this priority.

Oregon School for the Deaf – A 10% reduction in General Fund equals \$1.15 million. Given that personal services make up most of this budget, any reduction would affect services to special education students and student outcomes. A reduction also could affect the Department's ability to meet federal maintenance-of-effort (MOE) requirements and put federal funds at risk. Reductions in Other Funds (\$379,584) and Federal Funds (\$51,081) further affect services to students with special education needs. Therefore, no reductions are proposed for the Oregon School for the Deaf.

Youth Corrections and Juvenile Detention Program – The target amounts are \$1.65 million Other Funds and \$222,241 Federal Funds. The \$1.65 million represents State School Fund dollars spent as Other Funds in ODE's budget. The final amount of the State School Fund will have a direct impact on the funds transferred to the YCEP/JDEP, which are then sent to educational agencies to provide services to youth in close custody facilities. Students will receive fewer services and student outcomes will be negatively impacted.

Grant-in-aid: The target amount for General Fund is \$40.76 million. The Department has held harmless several programs that factor into the MOE requirement for special education programs. Also, programs deemed to be key priorities and new strategic initiatives with promising outcomes are held harmless. As a result, the Department proposes additional reductions (about \$28 million) in the State School Fund to meet the agency's overall 10% target of General Fund and Lottery Funds.

The major program left for consideration is the Oregon Prekindergarten program. This reduction will have a significant impact on a program that has demonstrated long-term positive contributions to academic success, a reduction in reliance on public assistance, and a decrease in incarceration rates.

The targets for Other Funds and Federal Funds are \$8.75 million and \$94.72 million, respectively. These funds are spent in local education programs. A reduction in Federal Funds limitation will prevent the Department from distributing all available funding to local education agencies. The \$8.75 million Other Funds represents primarily State School Fund dollars spent as Other Funds in ODE's budget and sent to local programs and agencies mainly for the Network for Quality Teaching and Learning (NQTL) and education programs in long-term treatment and care facilities.

OREGON DEPARTMENT OF EDUCATION

The final amount of the State School Fund will have a direct impact on the amounts transferred to these programs. Funds for a key legislative priority (NQTL) and for services to students with severe emotional and mental issues will be reduced.

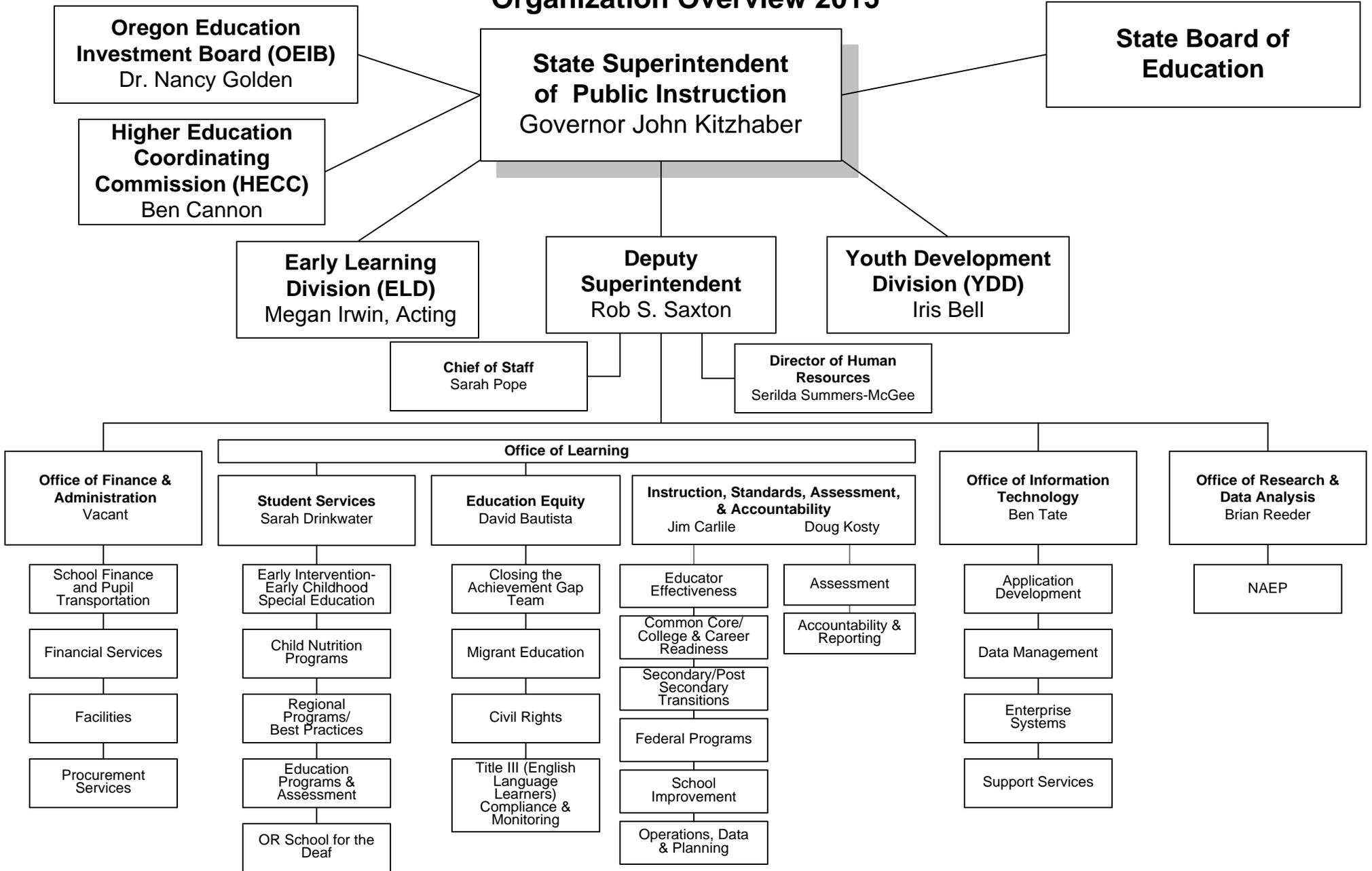
State School Fund: The target amounts for the State School Fund are \$644.53 million General Fund, \$32.74 Lottery Funds, and \$393,641 Other Funds. The Department has increased the reduction to hold harmless various other programs.

The Department provides these grants based on a statutory distribution formula intended to provide general operating revenue to school and education service districts. The impact of the reductions to the State School Fund will vary since local school boards make the spending decisions for these funds.

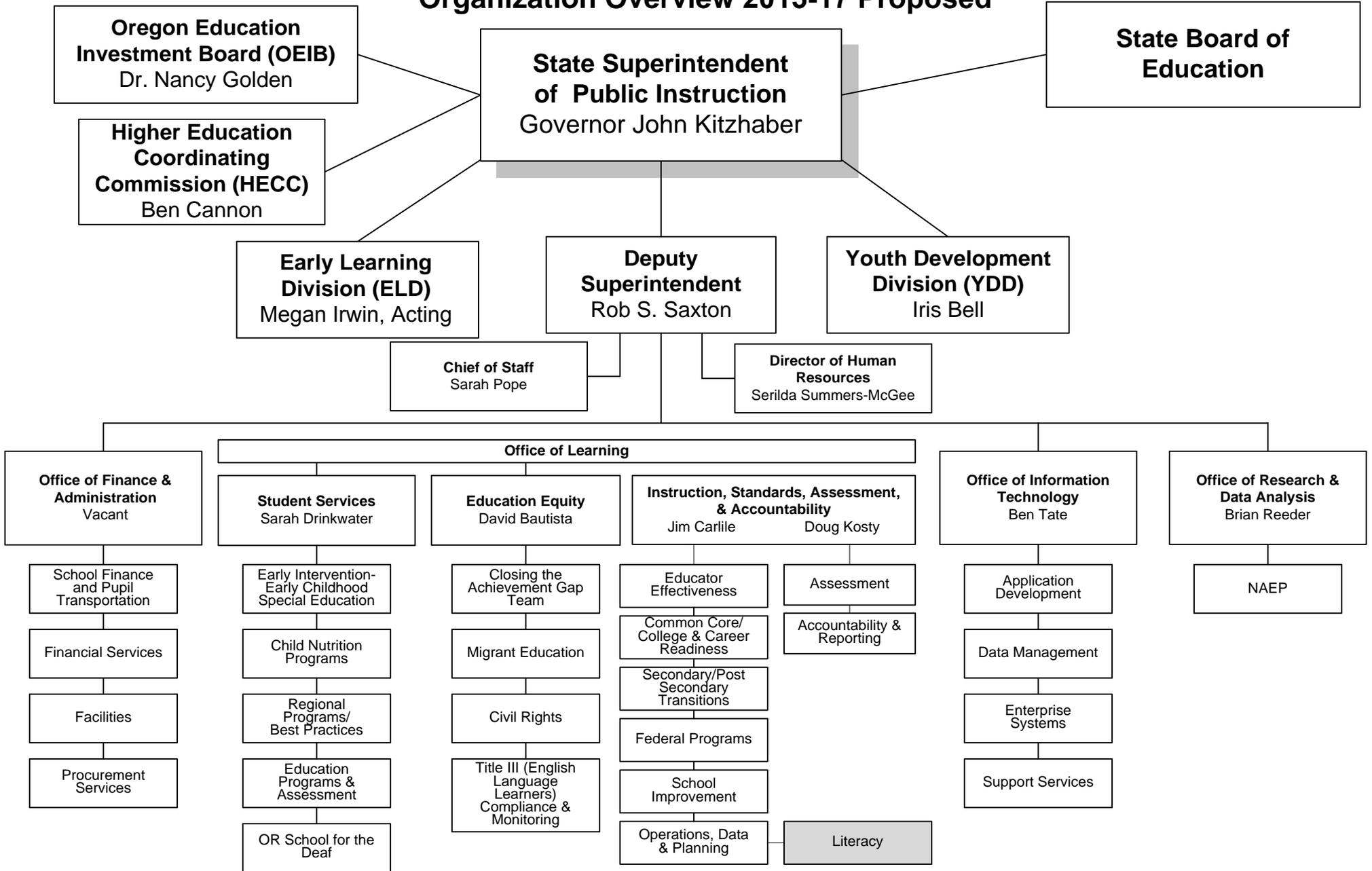
Nonlimited Expenditure Limitation - Common School Fund and Nutrition Programs: The Department also receives federal nutrition funds, which it distributes to local sponsors of the breakfast, lunch and other meal programs using “nonlimited” spending authority. A 10% reduction of \$38.8 million limits the reimbursements sponsors receive for meals provided and eventually will limit the number of meals served.

The Department also receives Common School Fund distributions from the Oregon Department of State Lands. ODE uses “nonlimited” Other Funds spending authority to distribute these funds to districts. A 10% reduction of \$10.97 million limits the funds that can be distributed to districts for operations. The impact of the reductions will vary since local school boards make the spending decisions for these funds.

Organization Overview 2015



Organization Overview 2015-17 Proposed



REVENUES

The Oregon Department of Education's (ODE) budget has multiple funding sources, including General Fund, lottery funds, federal funds, and other funds from a variety of sources.

General Fund

About 79 percent of the department's revenue comes from the state's General Fund. Most of this funding – almost 91 percent - is for the State School Fund (SSF), the dollars from which go to local school districts and education service districts to provide operating funds for the costs of educating Oregon's K-12 students.

General Fund also supports several state grant programs in the department's budget, the largest of which provide early childhood services: the Oregon Head Start/Prekindergarten, and Early Intervention/Early Childhood Special Education programs. These two programs account for almost 4 percent of the department's General Fund budget. Other grant programs – in total – account for about 4 percent. Department Operations and the Oregon School for the Deaf receive relatively small amounts of the agency's General Fund budget – 0.88 percent and 0.15 percent, respectively, based on the 2015-17 Agency Request Budget.

Lottery Funds

The department receives lottery funds to support the State School Fund and to pay the principal and interest on lottery-backed education bonds. The department also receives interest earnings from certain lottery accounts. These earnings pay bond principal and interest. For 2015-17, debt service payments are interest only.

In addition, the Early Learning and Youth Development divisions receive federal Title XX (Social Services Block Grant) funding from the Department of Human Services (DHS).

Other Funds

The department receives other funds through a variety of sources, including but not limited to fees from: textbook reviews, Law Enforcement Data Systems (LEDS) background searches, fingerprinting of certain education employees, and athletic agent permits. The department also receives grants from non-federal sources.

Non-Limited Other Funds

The department receives semi-annual distributions from the Oregon Department of State Lands' Common School Fund (CSF). For ODE's 2015-17 requested budget, projected CSF revenues increased 19.7 percent over the 2011-13 amount. The CSF revenues were adjusted to reflect the most current projections available from the Department of State Lands when the 2015-17 Agency Request Budget was being developed.

Federal Funds

The department receives federal funds from the U.S. Department of Education, the majority of which are through the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA). The department receives funding from 19 separate federal grants to provide educational services to Oregon's elementary and secondary students. Of the total funding received, ODE retains about 6.5 percent for its responsibilities to oversee and administer these grants. The department distributes 93 percent to K-12 districts and other local educational programs.

The Office of Childcare receives federal Child Care Development Fund (CCDF) revenues to pay for the licensing and monitoring of child care providers in the state, as well as funding child care subsidies in the Employment Related Day Care (ERDC) program through DHS.

Non-Limited Federal Funds

The department also receives federal funds for the Child Nutrition Programs from the U.S. Department of Agriculture (USDA). The USDA provides this funding for nutritious and low-cost meals to children, functionally impaired adults, and seniors in educational or care settings. Because of the difficulty in projecting the expenditures and revenues for this program, the department receives non-limited expenditure authority for this program.

Maintenance of Effort (MOE)

Individuals with Disabilities Education Act (IDEA)

As the State Education Agency (SEA), the department must meet maintenance-of-effort (MOE) requirements for IDEA Parts B and Part C. ODE meets MOE requirements through qualifying expenditures in several department programs. These include the Early Intervention/Early Childhood Special Education, regional education, youth corrections education, long-term care and treatment, and hospital programs as well as the Oregon School for the Deaf and funding for some department program staff.

The consequences to the state of not meeting MOE have a direct impact on the amount of federal funds available to the department, school districts and educational programs in the following school year. Any shortfall in meeting MOE directly reduces the amount awarded to ODE the following year.

For local education agencies (LEAs) that do not meet MOE, the federal government requires the LEA to pay back the amount of the MOE shortfall or the amount of that year's gross award, whichever is less.

Federal Perkins Grant (Vocational Education)

The federal Perkins grant that funds the Vocational Education Program requires matching funds for administrative costs. ODE meets the MOE requirement for Perkins through a combination of the department's General Fund and General Fund received as Other Funds through the Department of Community Colleges and Workforce Development. The consequence of not meeting MOE is to lose all Perkins funding.

Perkins MOE is an issue only for the state. Local school districts do not have to meet MOE for the Perkins funds because the state has never set aside General Fund for Vocational Education.

USDA Food Nutrition Programs

The USDA Food Nutrition Programs within ODE have a match requirement of \$86,165 per year (\$172,330 per biennium). This is met through the payroll for the Director of the Child Nutrition Programs.

Child Care Development Funds (CCDF)

To receive federal CCDF mandatory and matching funds, the State of Oregon must meet a maintenance of effort as well as matching funds requirement, based on the Department of Human Services (DHS) Federal Medicaid Assistance Plan (FMAP) rate. ODE, Early Learning Division meets these requirements through a combination of public funds (working family tax credit, dependent care tax credit, child care contribution tax credit and state General Fund); private donated funds (donated to Portland State University for scholarships for childhood care and education workforce training and professional development); and state expenditures for Pre-Kindergarten (Pre-K) programs

Basis for 2015-17 Estimates

The department's revenue estimates are based on the 2013-15 legislatively approved budget and actual revenues to date. Each revenue line was reviewed and analyzed for trends going into 2015-17. Updates over the next several months will be made as needed.

OREGON DEPARTMENT OF EDUCATION

Federal Fund Source Title:	ESEA Title 1C Migrant Education	ESEA Title IG Adv. Placement Program	ESEA Title IIA Improving Teacher Quality Grants	ESEA Title IIIA English Language Acquisition	ESEA Title IA Grants to LEAs
Catalogue of Federal Domestic Assistance Number (CFDA#)	84.011	84.330B/C	84.367A	84.365A	84.010
Source	US Dept of Education (USED)	USED	USED	USED	USED
Conditions:					
Maintenance of Effort	For LEAs	No	No	No	For LEAs
Match Required	No	No	No	No	No
Matching Rate					
Limitations on Use	Local district Migrant Education programs	Reimbursement for Adv. Placement courses to low-income students	Teacher and Principal quality program	Local district LEP programs	Local disadvantaged youth programs
Ceiling on Administration	1 percent	No admin. provided	5 percent	5 percent	1 percent
Pass-through Allocation Method	Formula grants	District application	Formula grants	Formula/Project grants	Formula grants
Basis for Estimates (including carryover)	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections

OREGON DEPARTMENT OF EDUCATION

Federal Fund Source Title:	Head Start Collaboration	ESEA Title VII McKinney-Vento Homeless Ed.	Individuals with Disabilities Act (IDEA) Part B	ESEA Title ID Neglected and Delinquent	ESEA School Improvement Grants
Catalogue of Federal Domestic Assistance Number (CFDA#)	93.600	84.196	84.027	84.013	84.377A
Source	US Dept. of Health and Human Services	USED	USED	USED	USED
Conditions:					
Maintenance of Effort	No	No	Yes	No	No
Match Required	Yes	No	No	No	No
Matching Rate	In-kind				
Limitations on Use	Head Start programs	Education for Homeless children and youth	State and local special education programs	State-run institutions	Local school improvement strategies
Ceiling on Administration	No ceiling	25 percent	Specified portion	1 percent	5 percent
Pass-through Allocation Method	Project grants	Formula grants	Formula grants	Formula grants	Project grants
Basis for Estimates (including carryover)	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections

OREGON DEPARTMENT OF EDUCATION

Federal Fund Source Title:	NCES-NAEP Coordinator Contract	IDEA Grants for Infants and Families Part C	ESEA Title VIB Rural and Low Income Schools	IDEA Special Ed. Preschool Grants Section 619	21 st Century
Catalogue of Federal Domestic Assistance Number (CFDA#)	84.902	84.181	84.358B	84.173A	84.287C
Source	National Center for Education Statistics	USED	USED	USED	USED
Conditions:					
Maintenance of Effort	No	No	No	No	No
Match Required	No	No	No	No	No
Matching Rate					
Limitations on Use	Reporting of state assessment data to USED	Early intervention special education programs	Support to rural and low-income schools	State and local Special Education programs	Community Learning Centers that provide academic enrichment during non-school hours
Ceiling on Administration	No ceiling	5 percent	5 percent	20 percent	5%
Pass-through Allocation Method	Not applicable	Formula grants	Formula grants	Formula grants	Project grants
Basis for Estimates (including carryover)	2013-15 grants and OAIS estimate	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections

OREGON DEPARTMENT OF EDUCATION

Federal Fund Source Title:	Child Care Nutrition Programs (Non-limited)	Summer Food Programs (Non-limited)	Team Nutrition	School Lunch Programs (Limited)	School Lunch Programs (Non-limited)
Catalogue of Federal Domestic Assistance Number (CFDA#)	10.558/565	10.559	10.574	10.560	10.553/555/556
Source	US Dept of Agriculture (USDA)	USDA	USDA	USDA	USDA
Conditions:					
Maintenance of Effort	No	No	No	Yes	Yes
Match Required	No	No	No	No	No
Matching Rate					
Limitations on Use	Local nutrition programs	Local summer nutrition programs	School lunch programs	State administration	Local district nutrition programs
Ceiling on Administration	No admin. provided	None-GIA Only	No ceiling	Set by grantor	GIA Only
Pass-through Allocation Method	Cost reimbursement	Cost reimbursement	Cost reimbursement	Cost reimbursement	Cost reimbursement
Basis for Estimates (including carryover)	2013-15 grants and federal budget projection	2013-15 grants and federal budget projections			

OREGON DEPARTMENT OF EDUCATION

Federal Fund Source Title:	IDEA State Personnel Dvlpmnt (SPDG) Part D	Veterans Administration Contract	ESEA Title III Career and Tech Ed. (Voc. Ed)	Early Learning Race to the Top	Day Care Subsidy Child Care Devlp
Catalogue of Federal Domestic Assistance Number (CFDA#)	84.323A	Not Applicable	84.048	84.412	93.596 93.575
Source	USED	US Dept. of Veterans Affairs	USED	USED	CMS
Conditions:					
Maintenance of Effort	No	No	Yes	No	Yes
Match Required	No	No	Yes	No	Yes
Matching Rate			100 percent program admin		FMAP
Limitations on Use	Early intervention special education programs	Review of private vocational school curriculum	Career and technical education (CTE) programs	Early Learning Council Programs	Federal Guidelines
Ceiling on Administration	Not applicable	No ceiling	5 percent		
Pass-through Allocation Method	Project grants	Not applicable	Formula grants	Project Grants	Other
Basis for Estimates (including carryover)	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections

OREGON DEPARTMENT OF EDUCATION

Federal Fund Source Title:	Dept. of Justice JABG Funds	Dept. of Justice – Formula Grant	Day Care Subsidies/CCDF
Catalogue of Federal Domestic Assistance Number (CFDA#)	16.523	16.540	93.596 93.575
Source	Office of Justice Programs	Office of Justice Programs	CMS
Conditions:			
Maintenance of Effort	No	No	Yes
Match Required	Yes	No	Yes
Matching Rate	10% - sub- recipients cover	No	FMAP
Limitations on Use	Federal guidelines	Federal guidelines	Federal Guidelines
Ceiling on Administration	5%	N/A	
Pass-through Allocation Method	Project grants	Project Grants	Other
Basis for Estimates (including carryover)	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections	2013-15 grants and federal budget projections

OREGON DEPARTMENT OF EDUCATION

Other Fund Source	Rental and other revenues	Local school districts	Oregon Dept. of CCWD (General Fund)	Oregon Dept. of Revenue	Oregon Dept. of Transportation
Conditions:					
Maintenance of Effort	No	No	No	No	No
Match Required	No	No	No	No	No
Matching Rate					
Limitations on Use	Special schools misc. activities	Specified services to individual students	Post secondary administration	State-specified programs	Special purpose programs
Ceiling on Administration	No ceiling	No ceiling	No ceiling	No ceiling	No ceiling
Pass-through Allocation Method	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Basis for Estimates (including carryover)	Funding history	Funding history	Funding history and intergovernmental agreement	Funding history and DAS estimates	ODOT/OFA estimates

OREGON DEPARTMENT OF EDUCATION

	State School Fund Transfer to OSD	State School Fund Transfer to Special Ed.	Common School Fund	Misc. Receipts Department Operations	Commodity Dist. School Lunch Revolving (Non-limited)
Other Fund Source Title:					
Catalogue of Federal Domestic Assistance Number (CFDA#)	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Source	State School Fund	State School Fund	Oregon Dept. of State Lands	Travel reimbursements and other revenues	Local school districts/CNP providers
Conditions:					
Maintenance of Effort	No	No	No	No	No
Match Required	No	No	No	No	No
Matching Rate					
Limitations on Use	OSB and OSD programs	Special education programs	State specified programs	Misc. support service activities	Reimbursable revolving non-limited account
Ceiling on Administration	No ceiling	No ceiling	No ceiling	No ceiling	No ceiling
Pass-through Allocation Method	State statutory formula	State statutory formula	SSF equalization formula	Not applicable	Not applicable
Basis for Estimates (including carryover)	Funding history and OFA estimates	Funding history and OFA estimates	State Lands estimates	Funding history and OFA estimates	Funding history and OFA estimates

OREGON DEPARTMENT OF EDUCATION

Other Fund Source Title:	Textbook Review Fees	Education Training Revolving	Fingerprint Search Fees	Indirect Cost Recovery	LEDS Search Fees
Catalogue of Federal Domestic Assistance Number (CFDA#)	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Source	Textbook publishers	Workshop and conference fees	Local school districts	Federal and Other Funds funding	Local school districts
Conditions:					
Maintenance of Effort	No	No	No	No	No
Match Required	No	No	No	No	No
Matching Rate					
Limitations on Use	Costs related to textbook reviews	Event costs	Service costs	Support services costs	Service costs
Ceiling on Administration	No ceiling	No ceiling	No ceiling	No ceiling	No ceiling
Pass-through Allocation Method	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Basis for Estimates (including carryover)	Funding history and OFA estimates	Funding history and OFA estimates	Funding history and OFA estimates	Funding history and OFA estimates	Funding history and OFA estimates

OREGON DEPARTMENT OF EDUCATION

Other Fund Source Title:	State School Fund Transfer to YCEP/JDEP	Blind & Visually Impaired Student Fund (BVISF)	Child Care Bus Licenses & Fees ELC	Transfer from Dept. of Human Services
Catalogue of Federal Domestic Assistance Number (CFDA#)	Not applicable	Not applicable	Not applicable	Not applicable
Source	State School Fund	General Fund transfer	Child Care Licensure Fees	Medicaid Title XIX & Title IV-B2 Family Preservation
Conditions:				
Maintenance of Effort	No	No	No	No
Match Required	No	No	No	Yes
Matching Rate				FMAP
Limitations on Use	Youth Corrections Education Program	For children moved from OSB to local schools/districts	Child Care	Federal guidelines
Ceiling on Administration	No ceiling	N/A		N/A
Pass-through Allocation Method	State statutory formula	Other	Not Applicable	Other
Basis for Estimates (including carryover)	Funding history and OFA estimates	Cash Balances available	Transfer from Employment	Transfer from Dept. of Human Services

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-000-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Lottery Funds						
Tsfr From Administrative Svcs	599,524,877	369,290,626	368,747,626	328,809,036	313,031,131	-
Total Lottery Funds	\$599,524,877	\$369,290,626	\$368,747,626	\$328,809,036	\$313,031,131	-
Other Funds						
Business Lic and Fees	468,949	509,791	509,791	509,791	509,791	-
Charges for Services	2,288,984	2,888,683	2,888,683	2,496,798	2,496,798	-
Admin and Service Charges	-	55,915	55,915	55,915	55,915	-
Rents and Royalties	248,027	310,846	310,846	310,846	310,846	-
General Fund Obligation Bonds	-	-	-	-	10,220,000	-
Interest Income	2,050,250	247,243	247,243	19,000	19,000	-
Sales Income	44,287	28,868	28,868	32,868	32,868	-
Donations	1,373,513	878,024	878,024	17,500	17,500	-
Other Revenues	3,265,261	18,580,866	19,005,117	26,938,109	26,938,109	-
Transfer In - Indirect Cost	5,937,214	6,391,672	6,391,672	6,979,267	6,979,267	-
Transfer In Other	1,609,389	49,000,000	49,000,000	47,909,441	47,909,441	-
Transfer from General Fund	41,666,235	42,528,535	42,528,535	43,626,044	43,626,044	-
Tsfr From Human Svcs, Dept of	10,906	13,023,181	13,023,181	11,840,930	11,840,930	-
Tsfr From Governor, Office of the	79,992	-	-	-	-	-
Tsfr From Revenue, Dept of	365,768	340,252	340,252	615,890	615,890	-
Tsfr From Oregon Health Authority	-	3,176,181	3,176,181	3,176,181	3,176,181	-
Tsfr From Employment Dept	172,759	-	-	-	-	-
Tsfr From HECC	-	-	-	721,000	721,000	-
Tsfr From Education, Dept of	69,564	-	-	-	-	-
Tsfr From Comm Coll/Wkfrc Dev	700,000	700,000	700,000	-	-	-
Tsfr From Transportation, Dept	67,174	92,987	92,987	133,900	133,900	-

____ Agency Request
2015-17 Biennium

____ Governor's Budget
Page _____

____ Legislatively Adopted
Detail of LF, OF, and FF Revenues - BPR012

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-000-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Other Funds						
Tsfr To Administrative Svcs	(29,029,243)	-	-	-	-	-
Tsfr To Oregon Health Authority	-	-	(4,200)	-	-	-
Tsfr To Health Lic Agency	(6,700)	(8,400)	(4,200)	-	-	-
Total Other Funds	\$31,382,329	\$138,744,644	\$139,168,895	\$145,383,480	\$155,603,480	-
Federal Funds						
Federal Funds	921,983,021	1,002,498,980	1,011,850,364	1,032,221,345	1,032,823,798	-
Tsfr From Administrative Svcs	33,576,913	-	-	-	-	-
Transfer Out - Indirect Cost	(5,937,214)	(6,391,672)	(6,391,672)	(6,979,267)	(6,979,267)	-
Total Federal Funds	\$949,622,720	\$996,107,308	\$1,005,458,692	\$1,025,242,078	\$1,025,844,531	-
Nonlimited Other Funds						
Business Lic and Fees	93,314	-	-	-	-	-
Charges for Services	2,123,773	4,870,056	4,870,056	-	-	-
Refunding Bonds	2,770,238	-	-	-	-	-
Interest Income	26,180	1,000	1,000	1,000	1,000	-
Other Revenues	11,095	3,983	3,983	2,704,452	2,704,452	-
Tsfr From Lands, Dept of State	101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	-
Total Nonlimited Other Funds	\$106,111,083	\$96,502,054	\$96,502,054	\$112,395,452	\$112,395,452	-
Nonlimited Federal Funds						
Federal Funds	350,935,689	349,992,872	349,992,872	388,007,727	388,007,727	-
Total Nonlimited Federal Funds	\$350,935,689	\$349,992,872	\$349,992,872	\$388,007,727	\$388,007,727	-

____ Agency Request
2015-17 Biennium

____ Governor's Budget
Page _____

____ Legislatively Adopted
Detail of LF, OF, and FF Revenues - BPR012

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-100-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Other Funds						
Business Lic and Fees	468,730	509,791	509,791	509,791	509,791	-
Charges for Services	1,908,858	2,353,840	2,353,840	1,947,146	1,947,146	-
Admin and Service Charges	-	55,915	55,915	55,915	55,915	-
General Fund Obligation Bonds	-	-	-	-	10,220,000	-
Interest Income	16,466	19,000	19,000	19,000	19,000	-
Sales Income	4,253	-	-	-	-	-
Donations	450,000	878,024	878,024	17,500	17,500	-
Other Revenues	893,389	11,164,276	11,543,913	13,963,670	13,963,670	-
Transfer In - Indirect Cost	5,937,214	6,391,672	6,391,672	6,979,267	6,979,267	-
Transfer In Other	-	3,711,319	3,711,319	4,333,655	4,333,655	-
Transfer from General Fund	1,584,000	3,466,250	3,466,250	3,466,250	3,466,250	-
Tsfr From Human Svcs, Dept of	10,906	-	-	-	-	-
Tsfr From Governor, Office of the	54,321	-	-	-	-	-
Tsfr From Employment Dept	44,007	-	-	-	-	-
Tsfr From HECC	-	-	-	721,000	721,000	-
Tsfr From Comm Coll/Wkfr Dev	700,000	700,000	700,000	-	-	-
Tsfr From Transportation, Dept	67,174	92,987	92,987	133,900	133,900	-
Tsfr To Oregon Health Authority	-	-	(4,200)	-	-	-
Tsfr To Health Lic Agency	(6,700)	(8,400)	(4,200)	-	-	-
Total Other Funds	\$12,132,618	\$29,334,674	\$29,714,311	\$32,147,094	\$42,367,094	-
Federal Funds						
Federal Funds	57,371,368	78,463,553	81,653,905	82,040,563	84,643,016	-
Transfer Out - Indirect Cost	(5,937,214)	(6,391,672)	(6,391,672)	(6,979,267)	(6,979,267)	-
Total Federal Funds	\$51,434,154	\$72,071,881	\$75,262,233	\$75,061,296	\$77,663,749	-

____ Agency Request
2015-17 Biennium

____ Governor's Budget
Page _____

____ Legislatively Adopted
Detail of LF, OF, and FF Revenues - BPR012

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-100-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Nonlimited Other Funds						
Business Lic and Fees	93,314	-	-	-	-	-
Charges for Services	2,123,773	4,870,056	4,870,056	-	-	-
Interest Income	26,180	1,000	1,000	1,000	1,000	-
Other Revenues	11,095	3,983	3,983	2,704,452	2,704,452	-
Total Nonlimited Other Funds	\$2,254,362	\$4,875,039	\$4,875,039	\$2,705,452	\$2,705,452	-

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-200-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Other Funds						
Business Lic and Fees	219	-	-	-	-	-
Charges for Services	379,080	449,367	449,367	464,176	464,176	-
Rents and Royalties	248,027	310,846	310,846	310,846	310,846	-
Interest Income	42,576	200,000	200,000	-	-	-
Sales Income	40,034	28,868	28,868	32,868	32,868	-
Donations	8,190	-	-	-	-	-
Other Revenues	484,224	1,697,888	1,733,059	1,733,059	1,733,059	-
Transfer from General Fund	2,550,219	1,731,684	1,731,684	1,731,684	1,731,684	-
Tsfr From Education, Dept of	69,564	-	-	-	-	-
Total Other Funds	\$3,822,133	\$4,418,653	\$4,453,824	\$4,272,633	\$4,272,633	-
Federal Funds						
Federal Funds	571,126	554,087	559,929	516,800	516,800	-
Total Federal Funds	\$571,126	\$554,087	\$559,929	\$516,800	\$516,800	-

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-250-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Other Funds						
Other Revenues	462	755,299	764,742	971,000	971,000	-
Transfer from General Fund	18,004,346	14,466,127	14,466,127	14,466,127	14,466,127	-
Total Other Funds	\$18,004,808	\$15,221,426	\$15,230,869	\$15,437,127	\$15,437,127	-
Federal Funds						
Federal Funds	1,743,422	2,157,681	2,157,681	2,300,000	2,300,000	-
Total Federal Funds	\$1,743,422	\$2,157,681	\$2,157,681	\$2,300,000	\$2,300,000	-

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-300-00-00-0000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Other Funds						
Charges for Services	1,046	85,476	85,476	85,476	85,476	-
Interest Income	755	28,243	28,243	-	-	-
Donations	915,323	-	-	-	-	-
Other Revenues	524,615	1,481,396	1,481,396	1,344,701	1,344,701	-
Transfer In Other	-	45,288,681	45,288,681	43,575,786	43,575,786	-
Transfer from General Fund	19,527,670	22,864,474	22,864,474	23,961,983	23,961,983	-
Tsfr From Governor, Office of the	25,671	-	-	-	-	-
Tsfr From Employment Dept	128,752	-	-	-	-	-
Total Other Funds	\$21,123,832	\$69,748,270	\$69,748,270	\$68,967,946	\$68,967,946	-
Federal Funds						
Federal Funds	725,668,059	786,788,751	786,788,751	813,686,180	811,686,180	-
Tsfr From Administrative Svcs	11,127,813	-	-	-	-	-
Total Federal Funds	\$736,795,872	\$786,788,751	\$786,788,751	\$813,686,180	\$811,686,180	-
Nonlimited Federal Funds						
Federal Funds	350,935,689	349,992,872	349,992,872	388,007,727	388,007,727	-
Total Nonlimited Federal Funds	\$350,935,689	\$349,992,872	\$349,992,872	\$388,007,727	\$388,007,727	-

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-400-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Lottery Funds						
Tsfr From Administrative Svcs	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
Total Lottery Funds	\$545,904,513	\$327,374,109	\$327,374,109	\$327,374,109	\$311,639,006	-
Other Funds						
Other Revenues	-	60,000	60,000	3,075,000	3,075,000	-
Tsfr From Revenue, Dept of	365,768	340,252	340,252	615,890	615,890	-
Total Other Funds	\$365,768	\$400,252	\$400,252	\$3,690,890	\$3,690,890	-
Federal Funds						
Tsfr From Administrative Svcs	22,449,100	-	-	-	-	-
Total Federal Funds	\$22,449,100	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-450-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Nonlimited Other Funds						
Tsfr From Lands, Dept of State	101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	-
Total Nonlimited Other Funds	\$101,086,483	\$91,627,015	\$91,627,015	\$109,690,000	\$109,690,000	-

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-500-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Other Funds						
Other Revenues	1,362,571	3,365,123	3,365,123	5,791,995	5,791,995	-
Transfer In Other	1,609,389	-	-	-	-	-
Tsfr From Human Svcs, Dept of	-	9,262,667	9,262,667	4,806,849	4,806,849	-
Tsfr From Oregon Health Authority	-	-	-	3,176,181	3,176,181	-
Total Other Funds	\$2,971,960	\$12,627,790	\$12,627,790	\$13,775,025	\$13,775,025	-
Federal Funds						
Federal Funds	136,629,046	131,546,862	137,702,052	130,600,115	130,600,115	-
Total Federal Funds	\$136,629,046	\$131,546,862	\$137,702,052	\$130,600,115	\$130,600,115	-

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100
Cross Reference Number: 58100-550-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Other Funds						
Other Revenues	-	56,884	56,884	58,684	58,684	-
Tsfr From Human Svcs, Dept of	-	3,760,514	3,760,514	7,034,081	7,034,081	-
Tsfr From Oregon Health Authority	-	3,176,181	3,176,181	-	-	-
Total Other Funds	-	\$6,993,579	\$6,993,579	\$7,092,765	\$7,092,765	-
Federal Funds						
Federal Funds	-	2,988,046	2,988,046	3,077,687	3,077,687	-
Total Federal Funds	-	\$2,988,046	\$2,988,046	\$3,077,687	\$3,077,687	-

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-850-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Lottery Funds						
Tsfr From Administrative Svcs	53,620,364	41,916,517	41,373,517	1,434,927	1,392,125	-
Total Lottery Funds	\$53,620,364	\$41,916,517	\$41,373,517	\$1,434,927	\$1,392,125	-
Other Funds						
Interest Income	1,990,453	-	-	-	-	-
Tsfr To Administrative Svcs	(29,029,243)	-	-	-	-	-
Total Other Funds	(\$27,038,790)	-	-	-	-	-
Nonlimited Other Funds						
Refunding Bonds	2,770,238	-	-	-	-	-
Total Nonlimited Other Funds	\$2,770,238	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-850-71-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Lottery Funds						
Tsfr From Administrative Svcs	53,620,364	41,916,517	41,373,517	1,434,927	1,392,125	-
Total Lottery Funds	\$53,620,364	\$41,916,517	\$41,373,517	\$1,434,927	\$1,392,125	-
Other Funds						
Interest Income	1,990,453	-	-	-	-	-
Tsfr To Administrative Svcs	(29,029,243)	-	-	-	-	-
Total Other Funds	(\$27,038,790)	-	-	-	-	-
Nonlimited Other Funds						
Refunding Bonds	2,770,238	-	-	-	-	-
Total Nonlimited Other Funds	\$2,770,238	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Computed Agencywide Totals

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Lottery Funds Transferred from Dept. of Administrative Services	Lottery	1107	600,065,030	369,290,626	369,290,626	328,809,036	313,031,131	-
Lottery Funds Total			600,065,030	369,290,626	369,290,626	328,809,036	313,031,131	-
Business Licenses and Fees - Private School Licensing	Other	205	463,984	509,791	-	-	-	-
OCC Licensing & Registration Fees	Other	205	-	-	1,033,702	509,791	509,791	-
Business Licenses and Fees - Other	Other	205	4,965	-	-	-	-	-
Textbook Review Fees	Other	410	351,328	142,064	301,530	286,454	286,454	-
Athlete Agents			11,720	704,116	29,400	113,406	113,406	-
LEDS & Fingerprinting Fees	Other	410	1,360,006	646,028	91,232	86,670	86,670	-
			-	547,108	1,452,230	1,366,042	1,366,042	-
Other Charges for Services	Other	410	185,804	400,000	189,526	180,050	180,050	-
Other Charges for Services - Special Schools	Other	410	373,812	449,367	622,180	464,176	464,176	-
Admin and Service Charges	Other	415	-	55,915	-	55,915	55,915	-
Fines & Forfeitures	Other	505	-	-	185,468	-	-	-
Special Schools Misc. Receipts - Rents and Royalties	Other	510	248,027	310,846	379,040	310,846	310,846	-
General Fund Obligation Bonds	Other	555	-	-	-	-	10,220,000	-
Interest Earnings	Other	605	2,050,250	247,243	116,376	19,000	19,000	-
Sales Income - Publications, Conference Fees, & Copier Charges	Other	705	4,253	-	18,312	-	-	-
Special Schools Misc. Receipts	Other	705	40,034	28,868	139,796	32,868	32,868	-
Special Schools Nightmare Factory	Other	705	-	-	283,020	275,000	275,000	-
Donations and Contributions	Other	905	1,373,513	878,024	1,835,026	17,500	17,500	-
Child Care Tax Credit	Other	905	-	-	1,964,138	-	-	-
Grants (non-federal)	Other	910	-	-	546,488	-	-	-
Gang Prevention & Intervention	Other	975	-	56,884	56,884	58,684	58,684	-
Other Revenue - Billings for Special Education	Other	975	484,224	1,697,888	5,928	1,458,059	1,458,059	-

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Computed Agencywide Totals

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Other Revenues - Misc	Other	975	1,038,086	16,766,094	6,117,599	25,146,366	25,146,366	-
Transfer In - Intrafund	Other	1010	42,381,282	-	2,719,422	-	-	-
Indirect Cost Recovery	Other	1020	5,937,214	6,391,672	6,409,435	6,979,267	6,979,267	-
Transfer In - Other	Other	1050	-	49,000,000	-	47,909,441	47,909,441	-
State School Fund for Youth Corrections Ed. -JDEP & YCEP	Other	1060	1,734,000	37,330,601	14,466,127	38,428,110	38,428,110	-
Transfer from SSF - OR Virtual School District	Other	1060	-	3,466,250	1,600,000	3,466,250	3,466,250	-
Transfer from GF (NQTL)	Other	1060	965,260	1,731,684	16,500,000	1,731,684	1,731,684	-
Transfer from Human Svcs, Dept of	Other	1100	10,906	13,023,181	17,321,112	11,840,930	11,840,930	-
Western & Eastern Oregon Timber Tax & Kicker Donation transfers from Dept of Revenue	Other	1150	365,768	400,252	508,656	615,890	615,890	-
Transfer from Oregon Health Authority	Other	1443	-	3,176,181	1,980,682	3,176,181	3,176,181	-
Transfer from Employment Dept.	Other	1471	172,759	-	1,430,890	-	-	-
Transfer in from HECC	Other	1525	-	-	8,782	721,000	721,000	-
Transfer from Education	Other	1581	69,564	-	51,492	-	-	-
CCWD - Perkins Matching Funds	Other	1586	700,000	700,000	700,000	-	-	-
ODOT Mobile Safety	Other	1730	67,174	92,987	58,738	133,900	133,900	-
Other Misc. Revenues	Other		(28,485,093)	-	-	-	-	-
Transfers Out - Intrafund	Other	2010	(3,550,812)	-	(397,000)	-	-	-
Transfer to Health Licensing Agency	Other	2831	(6,700)	(8,400)	(4,200)	-	-	-
Other Funds Total			28,351,328	138,744,644	78,722,011	145,383,480	155,603,480	-
Tuition Protection Fund	Other - NL	205	93,314	-	133,460	1,000	1,000	-
Commodity Distribution Reimb.- School Lunch Revolving N/L	Other - NL	410	4,955,158	4,870,056	6,977,138	-	-	-
Advanced Refunding Bonds	Other - NL	575	2,770,238	-	-	-	-	-
Interest Earnings	Other - NL	605	27,393	1,000	27,148	-	-	-

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue
Computed Agencywide Totals

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Other Revenues	Other - NL	975	11,215	3,983	468	2,704,452	2,704,452	-
Common School Fund Transfer from the Dept of State Lands	Other - NL	1141	101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	-
Other Funds Non-Limited Total			108,943,801	96,502,054	98,765,229	112,395,452	112,395,452	-
Nutrition, CACFP Admin	Federal	995	792,651	990,814	831,574	914,731	914,731	-
Nutrition, Summer Food Service	Federal	995	260,234	325,293	269,084	295,992	295,992	-
Nutrition, State Administration	Federal	995	5,358,643	6,232,451	10,544,474	11,598,921	11,793,921	-
Team Nutrition (Limited)	Federal	995	7,972	-	12,000	13,200	13,200	-
Nutrition, Fresh Fruit & Veggies	Federal	995	104,088	-	58,428	64,271	64,271	-
ESEA Title IA-Grants to LEAs	Federal	995	297,460,780	303,678,331	324,998,156	347,872,423	347,872,423	-
ESEA Title IC-Migrant Education	Federal	995	21,254,652	23,645,803	21,928,428	23,521,372	23,521,372	-
ESEA Title ID Neglected & Delinquent	Federal	995	2,128,387	4,601,370	3,348,576	3,552,360	3,552,360	-
Individuals with Disabilities Act (IDEA) Part B	Federal	995	255,949,974	261,941,772	249,309,575	267,043,803	267,043,803	-
ESEA Title III Career and Tech Ed State Grants (Perkins / Voc Rehab)	Federal	995	29,484,840	32,117,111	25,722,934	27,620,597	27,620,597	-
IDEA, Sect 619 Special Ed. Preschool Grants	Federal	995	6,291,812	8,528,397	7,614,194	8,158,615	8,158,615	-
IDEA, Part C Special Ed. Grants for Infants & Families	Federal	995	8,653,761	10,903,508	10,582,456	11,333,870	11,333,870	-
Byrd Scholarships	Federal	995	76,177	-	-	-	-	-
ESEA Title IV Safe & Drug Free Schools	Federal	995	175,486	-	-	-	-	-
ESEA Title X -McKinney-Vento Homeless Education Program	Federal	995	1,498,540	1,972,003	1,464,226	1,577,872	1,577,872	-
ESEA Title IB -Even Start Literacy State Program	Federal	995	251,905	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

***Detail of Lottery Funds, Other Funds and Federal Funds Revenue
Computed Agencywide Totals***

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Technical Prep Ed. State Grants	Federal	995	80,399	-	-	-	-	-
ESEA Title VB - Public Charter Schools	Federal	995	4,107,646	-	-	-	-	-
21st Century Community Learning Centers (After School Learning Ctrs)	Federal	995	20,550,067	21,642,378	27,077,840	29,004,061	29,004,061	-
Education Technology State Grants	Federal	995	2,354,255	-	-	-	-	-
Program Improvement for Children with Disabilities	Federal	995	1,466,029	1,584,280	1,199,580	1,307,025	1,307,025	-
Advanced Placement Fee Payment Program	Federal	995	634,433	-	628,602	672,604	672,604	-
ESEA Title VI Rural & Low Income Schools Program	Federal	995	2,655,249	4,398,632	3,321,452	3,558,648	3,558,648	-
English Language Acquisition State Grants	Federal	995	15,859,216	24,028,861	17,103,918	18,321,659	18,321,659	-
Title IIB Math & Science Partnership	Federal	995	2,613,717	-	2,980,558	3,196,884	3,196,884	-
ESEA Title IIA Teacher and Principal Training State Grants	Federal	995	49,609,921	46,859,602	46,076,526	49,357,133	49,357,133	-
ESEA Enhanced Assessment Grants	Federal	995	36,991	-	3,350,728	3,685,801	3,685,801	-
ESEA Title VIA - State Assessments	Federal	995	10,953,350	11,400,000	8,766,086	9,642,695	9,642,695	-
Statewide Longitudinal Data Project Grant	Federal	995	7,673,368	5,227,382	21,403,768	23,062,708	23,062,708	-
Head Start Collaboration	Federal	995	154,986	260,000	247,088	271,797	271,797	-
Coordinated School Health Programs	Federal	995	821,020	-	26,568	29,225	29,225	-
Learn and Serve America	Federal	995	121,734	-	-	-	-	-
Veterans Administration Contract	Federal	995	349,721	344,080	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Computed Agencywide Totals

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
ESEA Safe & Supportive Schools	Federal	995	-	-	36,594	40,253	40,253	-
NCES-NAEP Coordinator Contract	Federal	995	302,126	151,165	317,752	349,527	349,527	-
American Recovery and Reinvestment Act	Federal	995	82,212,696	-	85,836	94,420	94,420	-
Child Care Development Funds (OCC)	Federal	995	-	137,367,265	214,525,993	125,658,577	128,066,030	-
Race to the Top	Federal	995	-	11,083,111	61,997,957	17,148,842	17,148,842	-
Juvenile Crime Prevention	Federal	995	-	2,988,046	4,044,568	4,239,861	4,239,861	-
Other Federal Programs	Federal	995	13,628,029	80,227,326	30,000,000	39,011,599	37,011,599	-
Transfers Out - Indirect	Federal	2020	(5,937,214)	(6,391,672)	(6,409,435)	(6,979,267)	(6,979,267)	-
Federal Funds Total			839,997,641	996,107,308	1,093,466,084	1,025,242,078	1,025,844,531	-
Nutrition, CACFP	Federal - NL	995	64,849,659	62,403,830	70,822,360	74,363,478	74,363,478	-
Nutrition, Fresh Fruit & Vegetables	Federal - NL	995	4,695,542	-	4,573,478	4,802,152	4,802,152	-
Summer Food Programs	Federal - NL	995	11,605,966	12,006,049	13,896,314	14,591,130	14,591,130	-
School Lunch Programs (Bkfst, Lunch, Milk)	Federal - NL	995	267,238,993	275,582,993	288,782,088	294,250,967	294,250,967	-
Federal Funds Non-Limited Total			348,390,160	349,992,872	378,074,240	388,007,727	388,007,727	-
GRAND TOTAL			1,925,747,960	1,950,637,504	2,018,318,190	1,999,837,773	1,994,882,321	0

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Department Operations

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Business Licenses and Fees - Private School Licensing	Other	205	463,765	509,791				
OCC Licensing & Registration Fees	Other	205			1,033,702	509,791	509,791	
Business Licenses and Fees - Other	Other	205	4,965		-			
Textbook Review Fees	Other	410	351,328	142,064	301,530	286,454	286,454	
Athlete Agents			11,720	618,640	29,400	27,930	27,930	
LEDS & Fingerprinting Fees			1,360,006	646,028	91,232	86,670	86,670	
	Other	410		547,108	1,452,230	1,366,042	1,366,042	
Other Charges for Services	Other	410	185,804	400,000	189,526	180,050	180,050	
Admin and Service Charges	Other	415		55,915		55,915	55,915	
Fines & Forfeitures	Other	505			185,468			
General Fund Obligation Bonds	Other	555		-			10,220,000	
Interest Earnings	Other	605	16,466	19,000	69,326	19,000	19,000	
Sales Income - Publications, Conference Fees, & Copier Charges	Other	705	4,253		18,312			
Donations and Contributions	Other	905	450,000	878,024	1,000	17,500	17,500	
Child Care Tax Credit	Other	905			1,964,138			
Grants (non-federal)	Other	910			546,488			
Other Revenues - Misc	Other	975	893,389	11,164,276	2,272,986	13,963,670	13,963,670	
Transfer In - Intrafund	Other	1010						
Indirect Cost Recovery	Other	1020	5,937,214	6,391,672	6,409,435	6,979,267	6,979,267	
Transfer In - Other	Other	1050		3,711,319		4,333,655	4,333,655	
State School Fund for Youth Corrections Ed. -JDEP & YCEP	Other	1060	1,584,000					
Transfer from SSF - OR Virtual School District	Other	1060		3,466,250	1,600,000	3,466,250	3,466,250	
Transfer from GF (NQTL)	Other	1060			16,500,000			
Transfer from Human Svcs, Dept of	Other	1100	10,906		1,121,750			
Transfer from Oregon Health Authority	Other	1443			1,980,682			
Transfer from Employment Dept.	Other	1471	44,007		1,278,318			

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Department Operations

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Transfer in from HECC	Other	1525			8,782	721,000	721,000	
Transfer from Education	Other	1581						
CCWD - Perkins Matching Funds	Other	1586	700,000	700,000	700,000			
ODOT Mobile Safety	Other	1730	67,174	92,987	58,738	133,900	133,900	
Other Misc. Revenues	Other		518,480					
Transfer to Health Licensing Agency	Other	2831	(6,700)	(8,400)	(4,200)			
Other Funds Total			12,596,777	29,334,674	37,808,843	32,147,094	42,367,094	-
Tuition Protection Fund	Other - NL	205	93,314		133,460	1,000	1,000	
Commodity Distribution Reimb.-School Lunch Revolving N/L	Other - NL	410	4,955,158	4,870,056	6,977,138			
Interest Earnings	Other - NL	605	27,393	1,000	27,148			
Other Revenues	Other - NL	975	11,215	3,983	468	2,704,452	2,704,452	
Other Funds Non-Limited Total			5,087,080	4,875,039	7,138,214	2,705,452	2,705,452	-
Nutrition, CACFP Admin	Federal	995	792,651	990,814	831,574	914,731	914,731	
Nutrition, Summer Food Service	Federal	995	260,234	325,293	269,084	295,992	295,992	
Nutrition, State Administration	Federal	995	5,358,643	6,232,451	10,544,474	11,598,921	11,793,921	
Team Nutrition (Limited)	Federal	995	7,972		12,000	13,200	13,200	
Nutrition, Fresh Fruit & Veggies	Federal	995	104,088		58,428	64,271	64,271	
ESEA Title IA-Grants to LEAs	Federal	995	3,712,065	3,188,962	4,146,506	4,561,157	4,561,157	
ESEA Title IC-Migrant Education	Federal	995	2,653,738	3,492,876	1,931,776	2,124,954	2,124,954	
ESEA Title ID Neglected & Delinquent	Federal	995	23,964	22,830	21,860	24,046	24,046	
Individuals with Disabilities Act (IDEA) Part B	Federal	995	14,698,867	13,429,781	11,542,172	12,696,389	12,696,389	
ESEA Title III Career and Tech Ed State Grants (Perkins / Voc Rehab)	Federal	995	4,286,482	3,852,593	3,235,274	3,558,801	3,558,801	
IDEA, Sect 619 Special Ed. Preschool Grants	Federal	995	440,096	931,234	380,906	418,997	418,997	
IDEA, Part C Special Ed. Grants for Infants & Families	Federal	995	405,136	694,427	354,718	390,190	390,190	
ESEA Title IV Safe & Drug Free Schools	Federal	995	128,608		-	-	-	

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Department Operations

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
ESEA Title X -McKinney-Vento Homeless Education Program	Federal	995	398,560	337,183	371,656	408,822	408,822	
ESEA Title IB -Even Start Literacy State Program	Federal	995	18,484		-	-	-	
ESEA Title VB - Public Charter Schools	Federal	995	62,416		-	-	-	
21st Century Community Learning Centers (After School Learning Ctrs)	Federal	995	1,029,095		1,025,764	1,128,340	1,128,340	
Education Technology State Grants	Federal	995	26,294		-	-	-	
Program Improvement for Children with Disabilities	Federal	995	872,877	984,751	782,470	860,717	860,717	
ESEA Title VI Rural & Low Income Schools Program	Federal	995	79,995	122,384	156,466	172,113	172,113	
English Language Acquisition State Grants	Federal	995	749,585	766,818	682,228	750,451	750,451	
Title IIB Math & Science Partnership	Federal	995	94,793		256,230	281,853	281,853	
ESEA Title IIA Teacher and Principal Training State Grants	Federal	995	1,258,837	2,058,874	1,841,694	2,025,863	2,025,863	
ESEA Enhanced Assessment Grants	Federal	995	36,991		3,350,728	3,685,801	3,685,801	
ESEA Title VIA - State Assessments	Federal	995	10,953,350	11,400,000	8,766,086	9,642,695	9,642,695	
Statewide Longitudinal Data Project Grant	Federal	995	7,640,868	5,227,382	5,355,866	5,891,453	5,891,453	
Head Start Collaboration	Federal	995	154,986	260,000	247,088	271,797	271,797	
Coordinated School Health Programs (HIV/AIDS, TBI)	Federal	995	378,975		26,568	29,225	29,225	
Learn and Serve America	Federal	995	27,612		-	-	-	
Veterans Administration Contract	Federal	995	349,721	344,080	-	-	-	
ESEA Safe & Supportive Schools	Federal	995			36,594	40,253	40,253	
NCES-NAEP Coordinator Contract	Federal	995	302,126	151,165	317,752	349,527	349,527	
American Recovery and Reinvestment Act	Federal	995	1,711,163		85,836	94,420	94,420	
Child Care Development Funds (OCC)	Federal	995		16,903,514	94,062,242	4,368,581	6,776,034	

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Department Operations

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Race to the Top	Federal	995			50,914,846	7,838,723	7,838,723	
Juvenile Crime Prevention	Federal	995			1,056,522	1,162,174	1,162,174	
Other Federal Programs	Federal	995	856,329	6,746,142		6,376,107	6,376,107	
Transfers Out - Indirect	Federal	2020	(5,937,214)	(6,391,672)	(6,409,435)	(6,979,267)	(6,979,267)	
Federal Funds Total			53,938,387	72,071,881	196,255,973	75,061,296	77,663,749	-
GRAND TOTAL			71,622,244	106,281,594	241,203,030	109,913,842	122,736,295	0

OREGON DEPARTMENT OF EDUCATION

**Detail of Lottery Funds, Other Funds and Federal Funds Revenue
School for the Deaf**

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Business Licenses and Fees - Private School Licensing	Other	205	219					
Other Charges for Services - Special Schools	Other	410	373,812	449,367	622,180	464,176	464,176	
Special Schools Misc. Receipts - Rents and Royalties	Other	510	248,027	310,846	379,040	310,846	310,846	
Interest Earnings	Other	605	42,576	200,000	46,028			
Special Schools Misc. Receipts	Other	705	40,034	28,868	139,796	32,868	32,868	
Special Schools Nightmare Factory	Other	705			283,020	275,000	275,000	
Donations and Contributions	Other	905	8,190		3,380			
Other Revenue - Billings for Special Education	Other	975	484,224	1,697,888	5,928	1,458,059	1,458,059	
Transfer In - Intrafund	Other	1010	2,296,025		1,919,422			
Transfer In - Other	Other	1050						
Transfer from GF (NQTL)	Other	1060	965,260	1,731,684		1,731,684	1,731,684	
Transfer from Education	Other	1581	69,564		51,492			
Other Funds Total			4,527,931	4,418,653	3,450,286	4,272,633	4,272,633	-
Individuals with Disabilities Act (IDEA) Part B	Federal	995	475,798	552,575	563,608	516,800	516,800	
IDEA, Sect 619 Special Ed. Preschool Grants	Federal	995		1,512				
Other Federal Programs	Federal	995	95,328	-				
Federal Funds Total			571,126	554,087	563,608	516,800	516,800	-
GRAND TOTAL			5,099,057	4,972,740	4,013,894	4,789,433	4,789,433	0

OREGON DEPARTMENT OF EDUCATION

***Detail of Lottery Funds, Other Funds and Federal Funds Revenue
Youth Corrections and Juvenile Detention Education Programs***

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Other Revenues - Misc	Other	975	462	755,299	755,299	971,000	971,000	
Transfer In - Intrafund	Other	1010	17,995,928					
State School Fund for Youth Corrections Ed. -JDEP & YCEP	Other	1060		14,466,127	14,466,127	14,466,127	14,466,127	
Transfers Out - Intrafund	Other	2010	(299,000)					
Other Funds Total			17,697,390	15,221,426	15,221,426	15,437,127	15,437,127	-
ESEA Title ID Neglected & Delinquent	Federal	995	832,527	1,057,264	1,057,264	1,100,000	1,100,000	
Individuals with Disabilities Act (IDEA) Part B	Federal	995	610,760	1,100,417	1,100,417	1,200,000	1,200,000	
Federal Funds Total			1,443,287	2,157,681	2,157,681	2,300,000	2,300,000	-
GRAND TOTAL			19,140,677	17,379,107	17,379,107	17,737,127	17,737,127	0

OREGON DEPARTMENT OF EDUCATION
Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Grant-in-Aid

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Textbook Review Fees	Other	410		85,476		85,476	85,476	
Athlete Agents								
Interest Earnings	Other	605	755	28,243	1,022			
Donations and Contributions	Other	905	915,323		1,830,646			
Other Revenues - Misc	Other	975	144,235	1,481,396	273,404	1,344,701	1,344,701	
Transfer In - Intrafund	Other	1010	19,377,670		800,000			
Transfer In - Other	Other	1050		45,288,681		43,575,786	43,575,786	
State School Fund for Youth Corrections Ed. -JDEP & YCEP	Other	1060	150,000	22,864,474		23,961,983	23,961,983	
Transfer from Employment Dept.	Other	1471	128,752		152,572			
Other Misc. Revenues	Other		25,670					
Transfers Out - Intrafund	Other	2010			(397,000)			
Other Funds Total			20,742,405	69,748,270	2,660,644	68,967,946	68,967,946	-
ESEA Title IA-Grants to LEAs	Federal	995	293,748,715	300,489,369	320,851,650	343,311,266	343,311,266	
ESEA Title IC-Migrant Education	Federal	995	18,600,914	20,152,927	19,996,652	21,396,418	21,396,418	
ESEA Title ID Neglected & Delinquent	Federal	995	1,271,896	3,521,276	2,269,452	2,428,314	2,428,314	
Individuals with Disabilities Act (IDEA) Part B, 611	Federal	995	240,164,549	246,858,999	236,103,378	252,630,614	252,630,614	
ESEA Title III Career and Tech Ed State Grants (Perkins / Voc Rehab)	Federal	995	25,198,358	28,264,518	22,487,660	24,061,796	24,061,796	
IDEA, Sect 619 Special Ed. Preschool Grants	Federal	995	5,851,716	7,595,651	7,233,288	7,739,618	7,739,618	
IDEA, Part C Special Ed. Grants for Infants & Families	Federal	995	8,248,625	10,209,081	10,227,738	10,943,680	10,943,680	
ESEA Title X -McKinney-Vento Homeless Education Program	Federal	995	1,099,980	1,634,820	1,092,570	1,169,050	1,169,050	
21st Century Community Learning Centers (After School Learning Ctrs)	Federal	995	19,520,972	21,642,378	26,052,076	27,875,721	27,875,721	
Education Technology State Grants	Federal	995	2,327,961			-	-	
Program Improvement for Children with Disabilities	Federal	995	593,152	599,529	417,110	446,308	446,308	
Advanced Placement Fee Payment Program	Federal	995	634,433		628,602	672,604	672,604	
ESEA Title VI Rural & Low Income Schools Program	Federal	995	2,575,254	4,276,248	3,164,986	3,386,535	3,386,535	

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Grant-in-Aid

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
English Language Acquisition State Grants	Federal	995	15,109,631	23,262,043	16,421,690	17,571,208	17,571,208	
Title IIB Math & Science Partnership	Federal	995	2,518,924		2,724,328	2,915,031	2,915,031	
ESEA Title IIA Teacher and Principal Training State Grants	Federal	995	48,351,084	44,800,728	44,234,832	47,331,270	47,331,270	
Statewide Longitudinal Data Project Grant	Federal	995	32,500		16,047,902	17,171,255	17,171,255	
Coordinated School Health Programs	Federal	995	442,045			-	-	
Learn and Serve America	Federal	995	94,122			-	-	
American Recovery and Reinvestment Act	Federal	995	46,924,620			-	-	
Other Federal Programs	Federal	995	12,676,372	73,481,184	30,000,000	32,635,492	30,635,492	
Federal Funds Total			750,467,928	786,788,751	759,953,914	813,686,180	811,686,180	-
Nutrition, CACFP	Federal - NL	995	64,849,659	62,403,830	70,822,360	74,363,478	74,363,478	
Nutrition, Fresh Fruit & Vegetables	Federal - NL	995	4,695,542		4,573,478	4,802,152	4,802,152	
Summer Food Programs	Federal - NL	995	11,605,966	12,006,049	13,896,314	14,591,130	14,591,130	
School Lunch Programs (Bkfst, Lunch, Milk)	Federal - NL	995	267,238,993	275,582,993	288,782,088	294,250,967	294,250,967	
Federal Funds Non-Limited Total			348,390,160	349,992,872	378,074,240	388,007,727	388,007,727	-
GRAND TOTAL			1,119,600,493	1,206,529,893	1,140,688,798	1,270,661,853	1,268,661,853	0

OREGON DEPARTMENT OF EDUCATION

*Detail of Lottery Funds, Other Funds and Federal Funds Revenue
School Funding*

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Lottery Funds Transferred from Dept. of Administrative Services	Lottery	1107	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	
Lottery Funds Total			545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
Other Revenues - Misc	Other	975				3,075,000	3,075,000	
Western & Eastern Oregon Timber Tax & Kicker Donation transfers from Dept of Revenue	Other	1150	365,768	400,252	508,656	615,890	615,890	
Other Funds Total			365,768	400,252	508,656	3,690,890	3,690,890	-
American Recovery and Reinvestment Act	Federal	995	33,576,913		-			
Federal Funds Total			33,576,913	-	-	-	-	-
GRAND TOTAL			579,847,194	327,774,361	327,882,765	331,064,999	315,329,896	0

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Common School Fund

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Common School Fund Transfer from the Dept of State Lands	Other - NL	1141	101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	
Other Funds Non-Limited Total			101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	-
GRAND TOTAL			101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	0

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Early Learning Division

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17			
						Agency Request	Governor's Recommended	Legislatively Adopted	
Other Revenues - Misc	Other	975		3,365,123	2,815,910	5,791,995	5,791,995		
Transfer from Human Svcs, Dept of	Other	1100		9,262,667	9,262,667	4,806,849	4,806,849		
Transfer from Oregon Health Authority	Other	1443				3,176,181	3,176,181		
Other Funds Total			-	12,627,790	12,078,577	13,775,025	13,775,025	-	
Child Care Development Funds (OCC)	Federal	995		120,463,751	120,463,751	121,289,996	121,289,996		
Race to the Top	Federal	995		11,083,111	11,083,111	9,310,119	9,310,119		
Federal Funds Total			-	131,546,862	131,546,862	130,600,115	130,600,115	-	
GRAND TOTAL				0	144,174,652	143,625,439	144,375,140	144,375,140	0

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Youth Development Counsel

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17			
						Agency Request	Governor's Recommended	Legislatively Adopted	
Gang Prevention & Intervention	Other	975		56,884	56,884	58,684	58,684		
Transfer from Human Svcs, Dept of	Other	1100		3,760,514	6,936,695	7,034,081	7,034,081		
Transfer from Oregon Health Authority	Other	1443		3,176,181					
Other Funds Total			-	6,993,579	6,993,579	7,092,765	7,092,765	-	
Juvenile Crime Prevention	Federal	995		2,988,046	2,988,046	3,077,687	3,077,687		
Federal Funds Total			-	2,988,046	2,988,046	3,077,687	3,077,687	-	
GRAND TOTAL				0	9,981,625	9,981,625	10,170,452	10,170,452	0

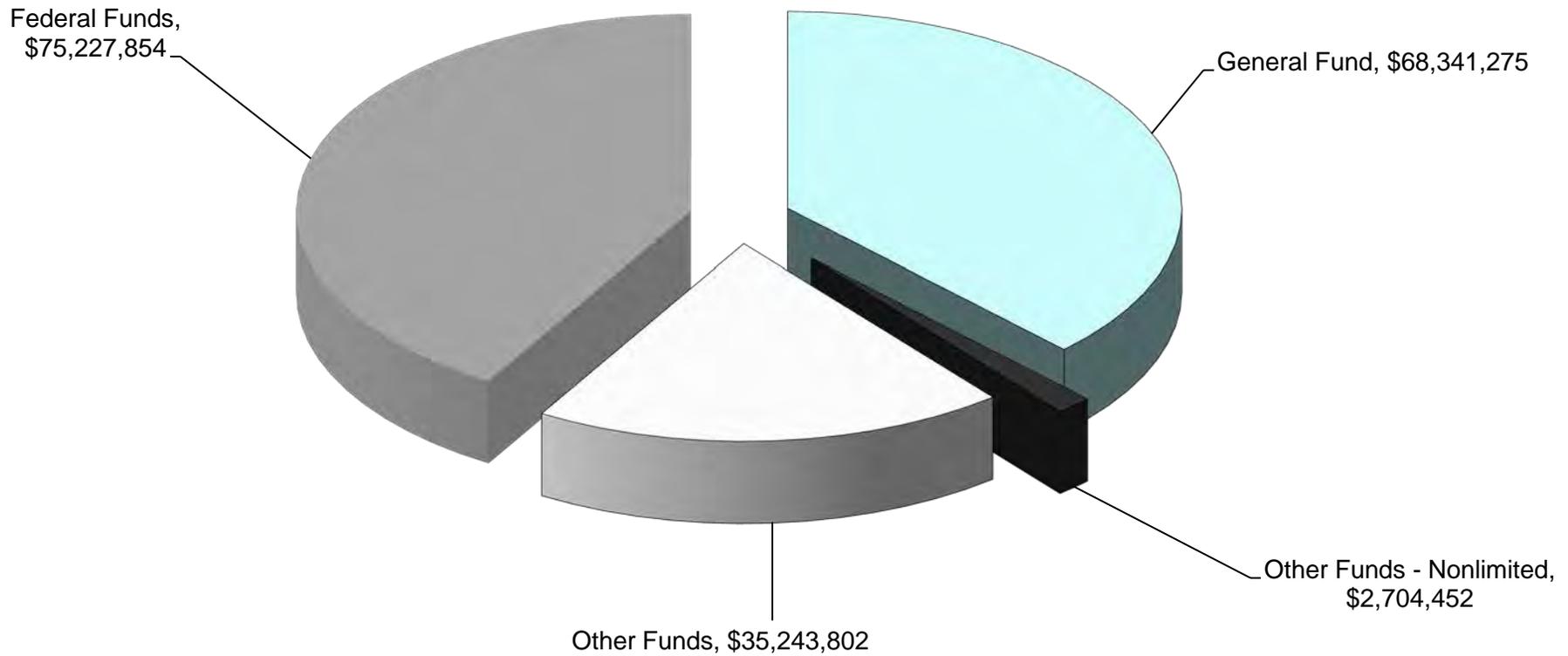
OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Debt Service

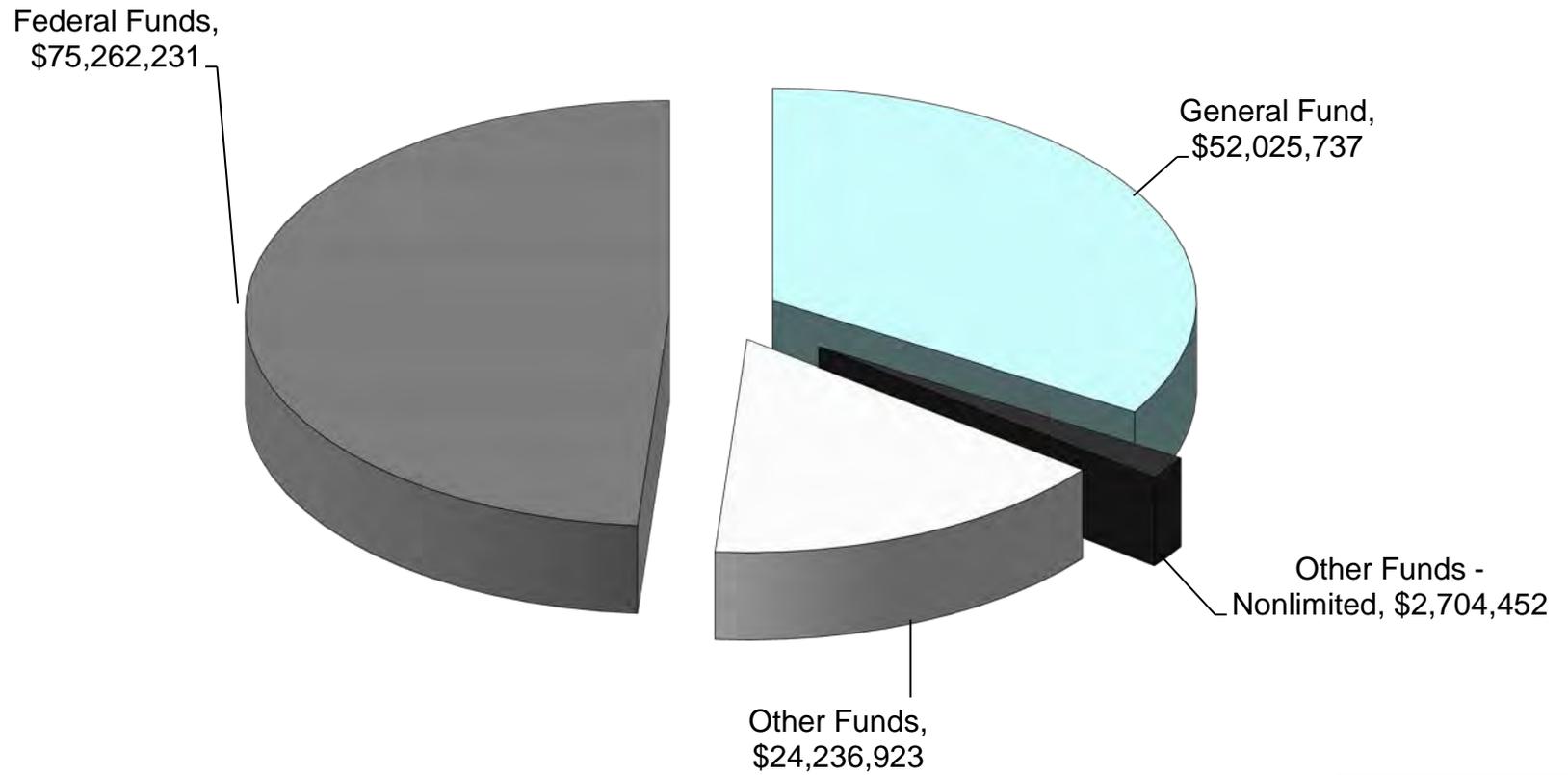
Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Lottery Funds Transferred from Dept. of Administrative Services	Lottery	1107	54,160,517	41,916,517	41,916,517	1,434,927	1,392,125	
Lottery Funds Total			54,160,517	41,916,517	41,916,517	1,434,927	1,392,125	-
Interest Earnings	Other	605	1,990,453					
Transfer In - Intrafund	Other	1010	2,711,659					
Other Misc. Revenues	Other		(29,029,243)					
Transfers Out - Intrafund	Other	2010	(3,251,812)					
Other Funds Total			(27,578,943)	-	-	-	-	-
Advanced Refunding Bonds	Other - NL	575	2,770,238					
Other Funds Non-Limited Total			2,770,238	-	-	-	-	-
GRAND TOTAL			29,351,812	41,916,517	41,916,517	1,434,927	1,392,125	0

DEPARTMENT OPERATIONS
2015-17 Governor's Recommended Budget
\$181.52 Million All Funds
(by fund source)



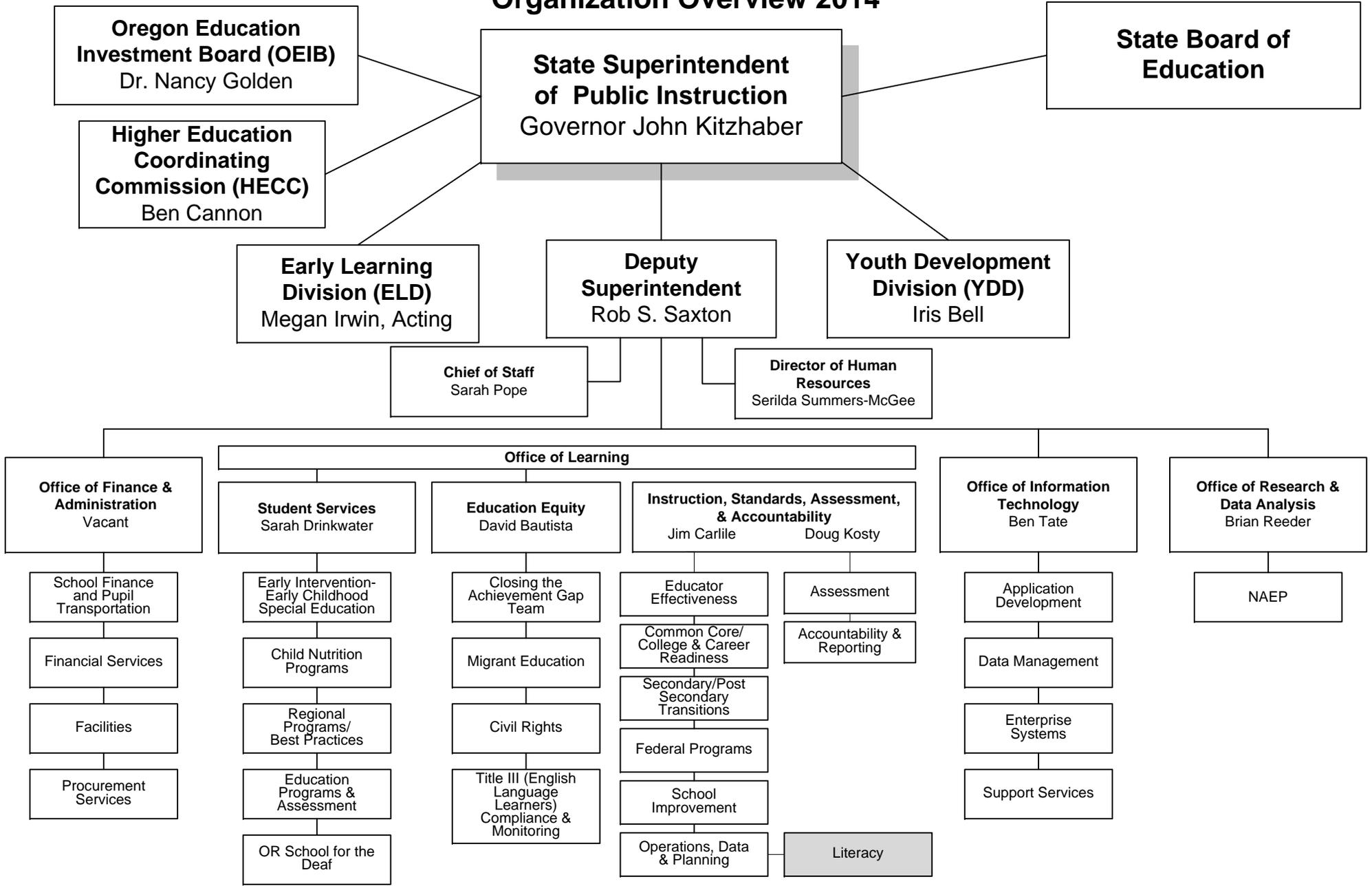
Positions: 458
FTE: 441.08

DEPARTMENT OPERATIONS
2013-15 Legislatively Approved Budget
\$154.23 Million All Funds
(by fund source)

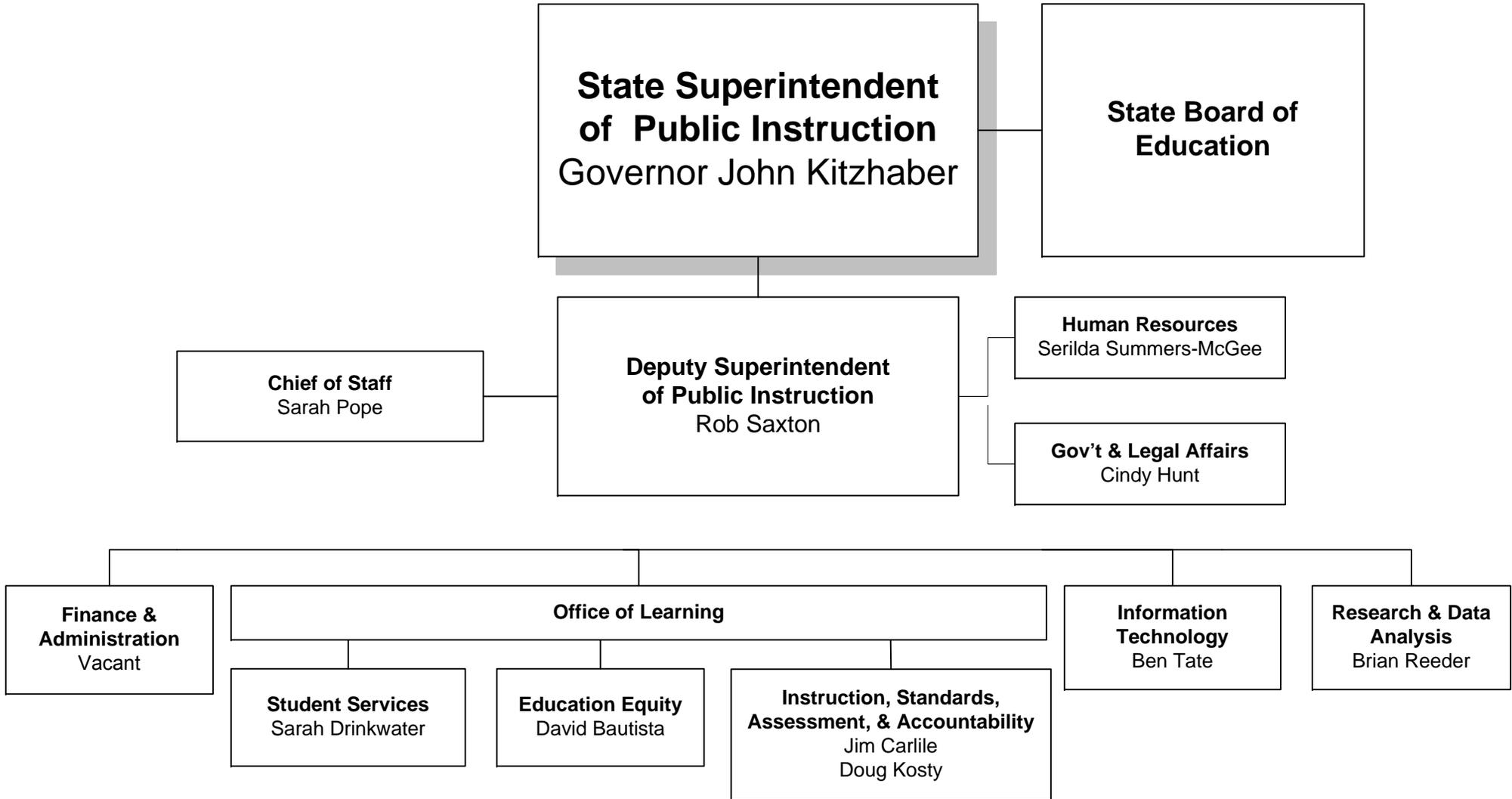


Positions: 432
FTE: 406.20

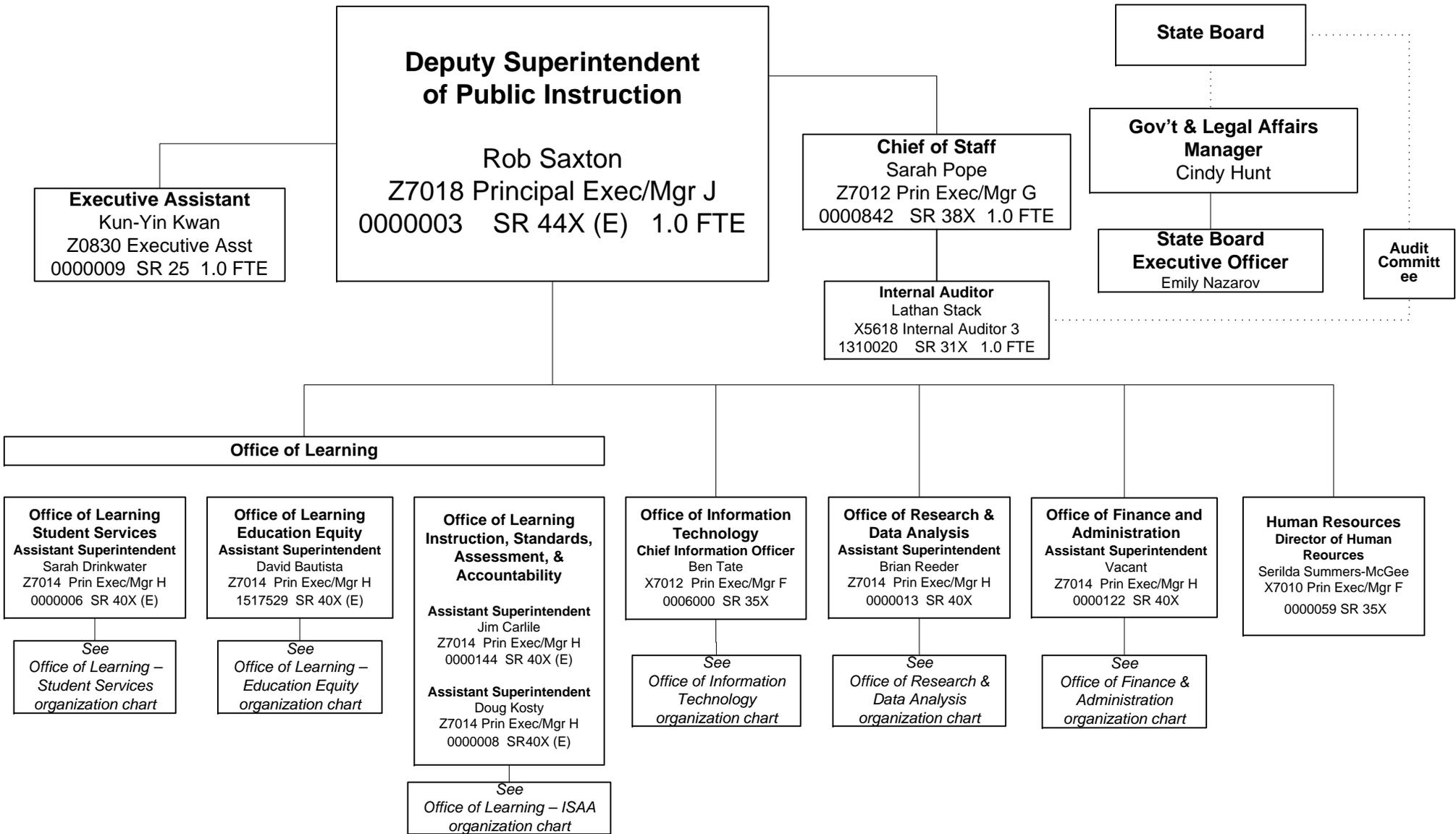
Organization Overview 2014



OREGON DEPARTMENT OF EDUCATION
Office of the Deputy Superintendent

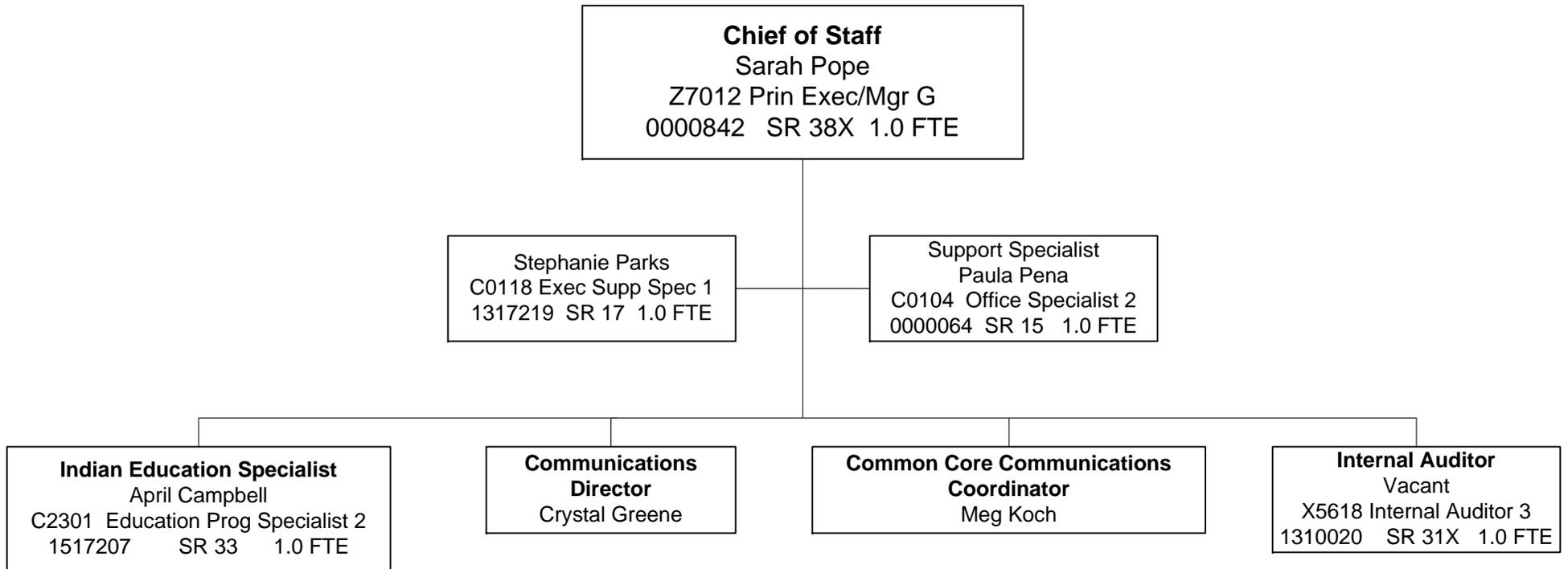


Office of the Deputy Superintendent



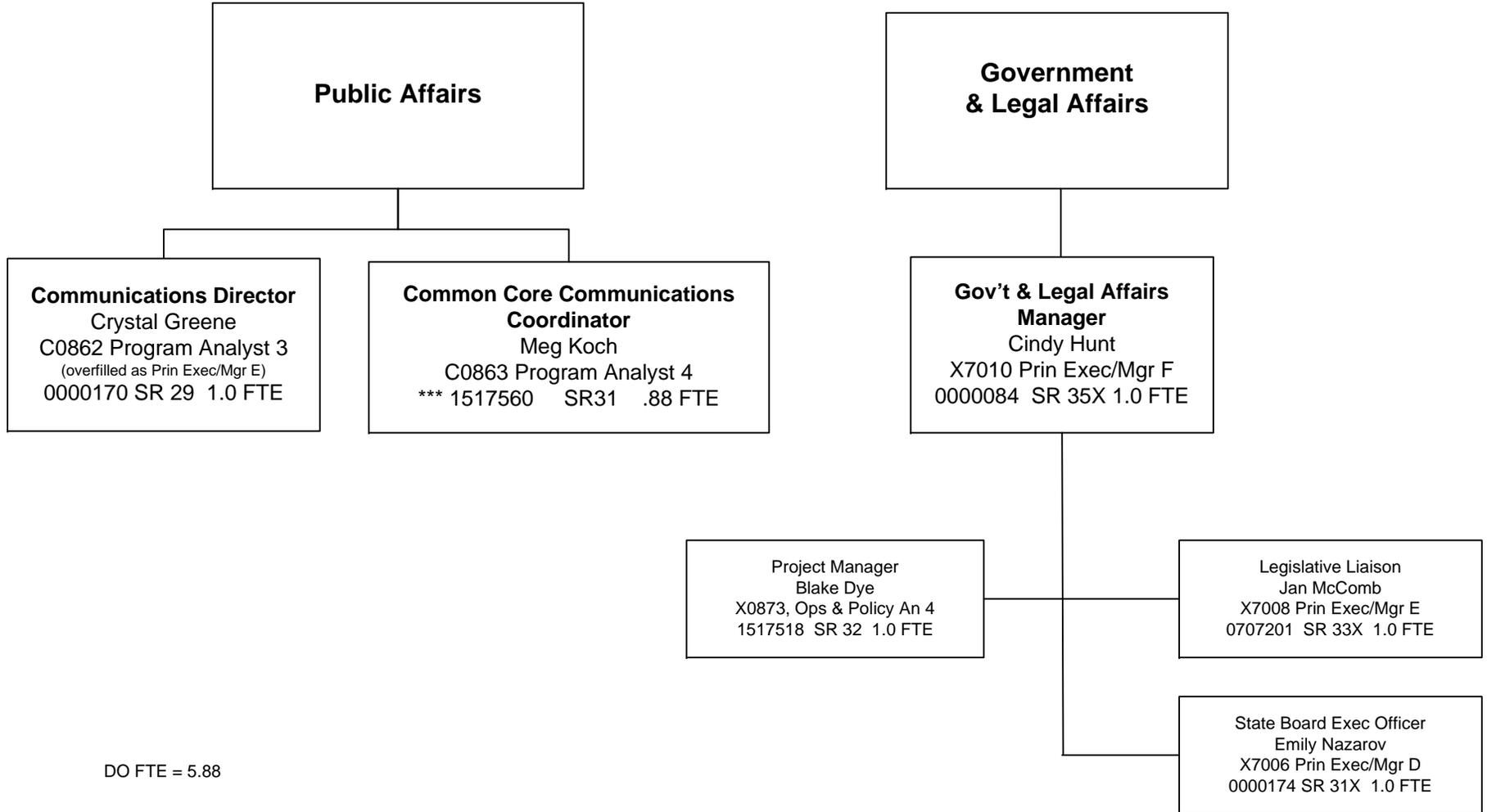
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Office of the Deputy Superintendent

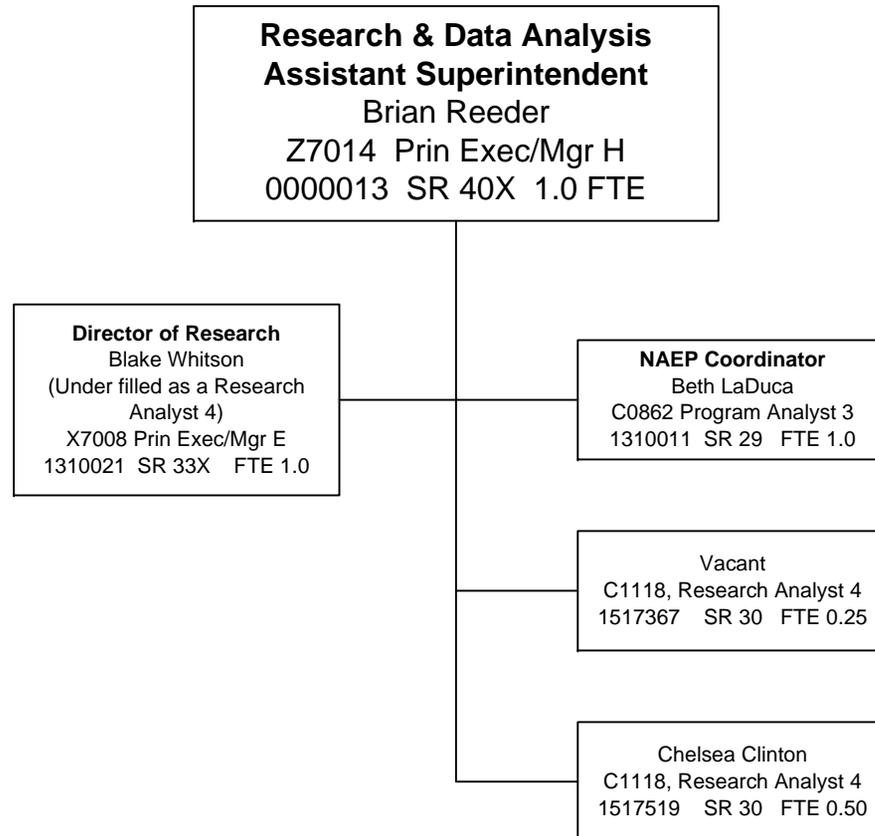


DO FTE = 5.0

**Office of the Deputy Superintendent
Public Affairs and
Government & Legal Affairs**

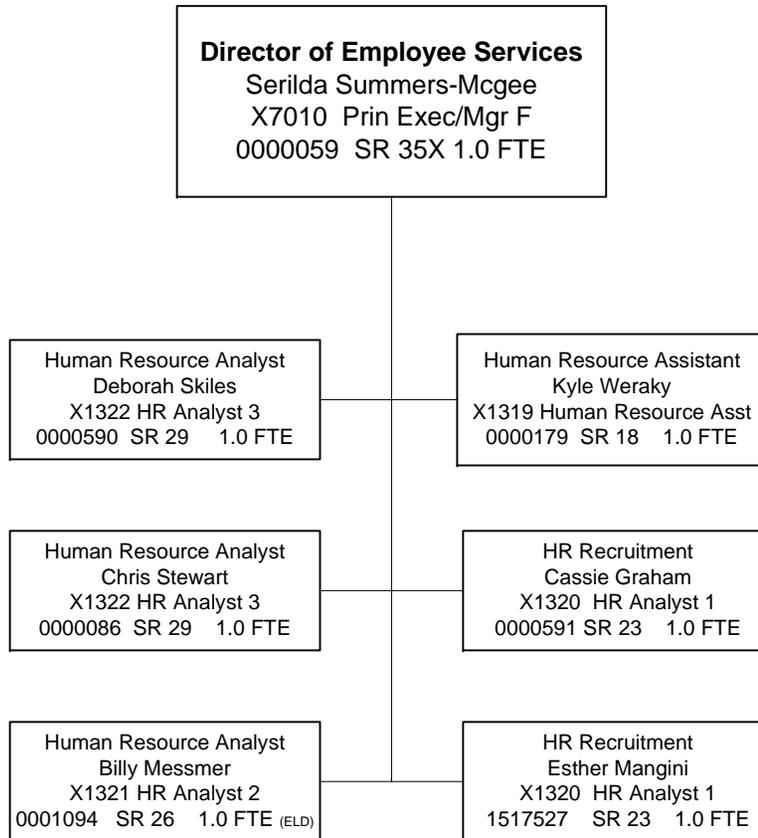


OREGON DEPARTMENT OF EDUCATION
Office of Research and Data Analysis



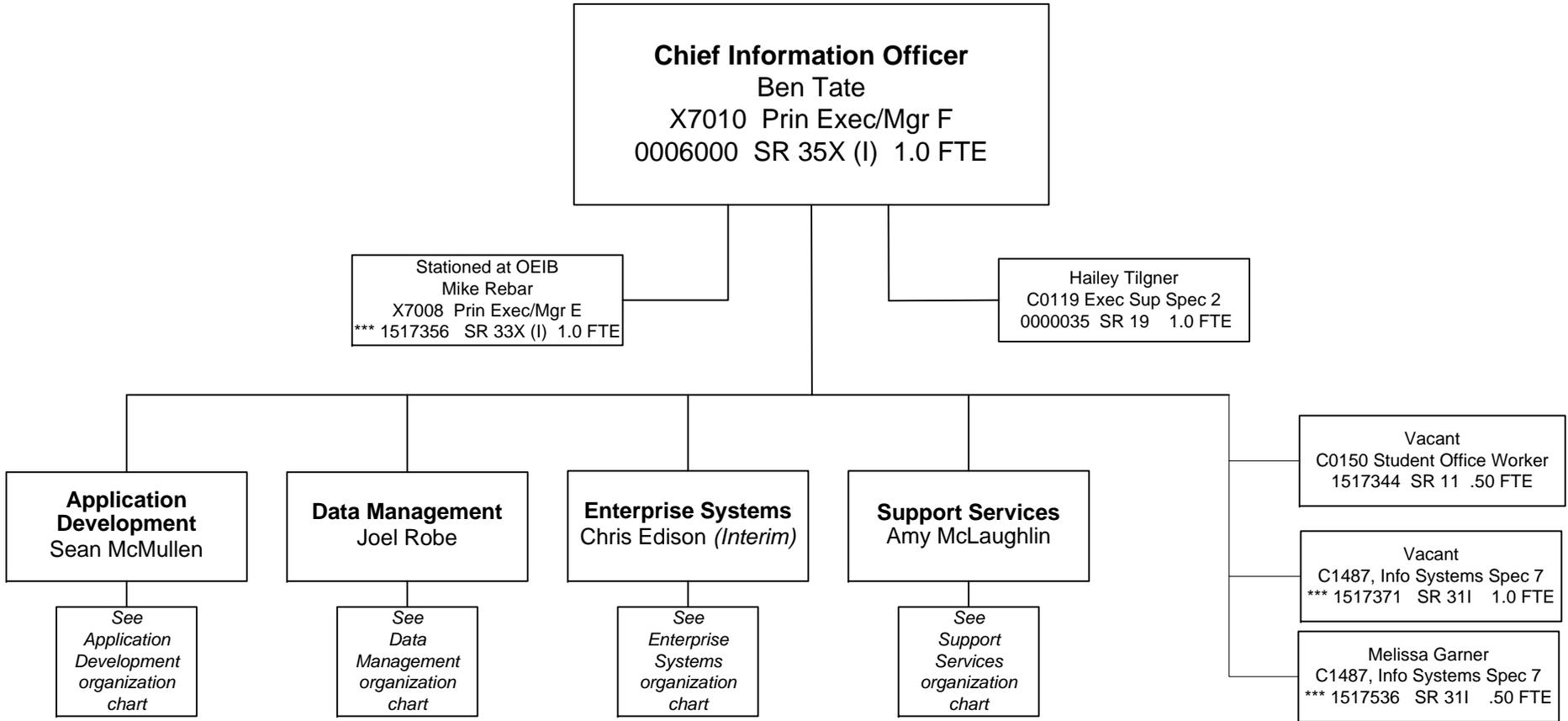
DO FTE = 3.75

**OREGON DEPARTMENT OF EDUCATION
Human Resources**



DO FTE = 6.0
ELD FTE = 1.0

**OREGON DEPARTMENT OF EDUCATION
Office of Information Technology
Overview**

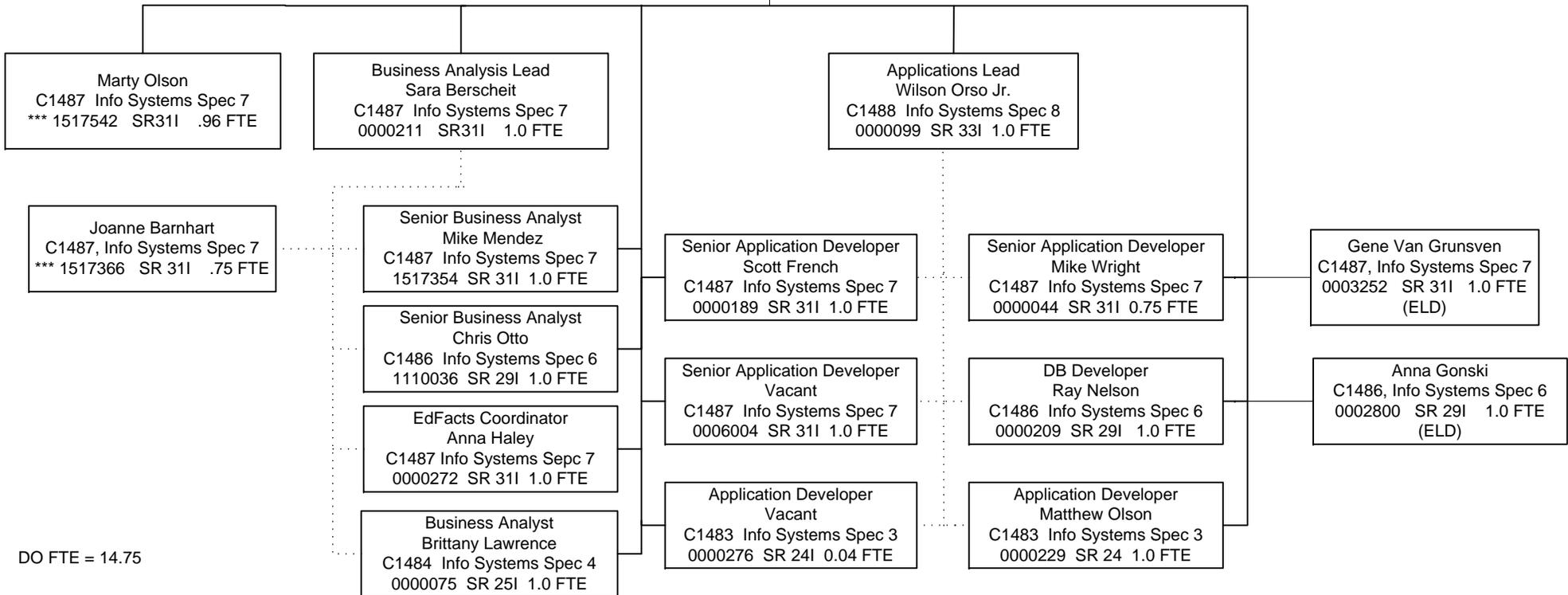


DO FTE = 6.55

**Office of Information Technology
Application Development**

**Chief Information Officer
Information Services**
Ben Tate
X7010 Prin Exec/Mgr F
0006000 SR 35X (I)

Application Development
Sean McMullen
X7008 Prin Exec/Mgr E
0000214 SR 33X (I) 1.0 FTE



DO FTE = 14.75

**Office of Information Technology
Data Management**

Chief Information Officer
Information Services
Ben Tate
X7010 Prin Exec/Mgr F
0006000 SR 35X (I)

Data Management
Joel Robe
X7008 Prin Exec/Mgr E
0000072 SR 33X (I) 1.0 FTE

Marta Hoyer
C1486, Info Systems Spec 6
*** 1578215 SR 29I 1.0 FTE
(ELD)

*** Cheryl Fogle
C1485, Info Systems Spec 5
0200033 SR 28I 1.0 FTE
(ELD)

Senior DB Developer
Mary Patzer
C1488 Info Systems Spec 8
0006002 SR 33I 1.0 FTE

DB Developer
Daniel Ricketts
C1485 Info Systems Spec 5
0001145 SR 28I 1.0 FTE

DB Developer
Vacant
C1484 Info Systems Spec 4
0000093 SR 25I 1.0 FTE

Development Coordinator/Team Lead
Daron Wall
C1488 Info Systems Spec 8
0006005 SR 33I 1.0 FTE

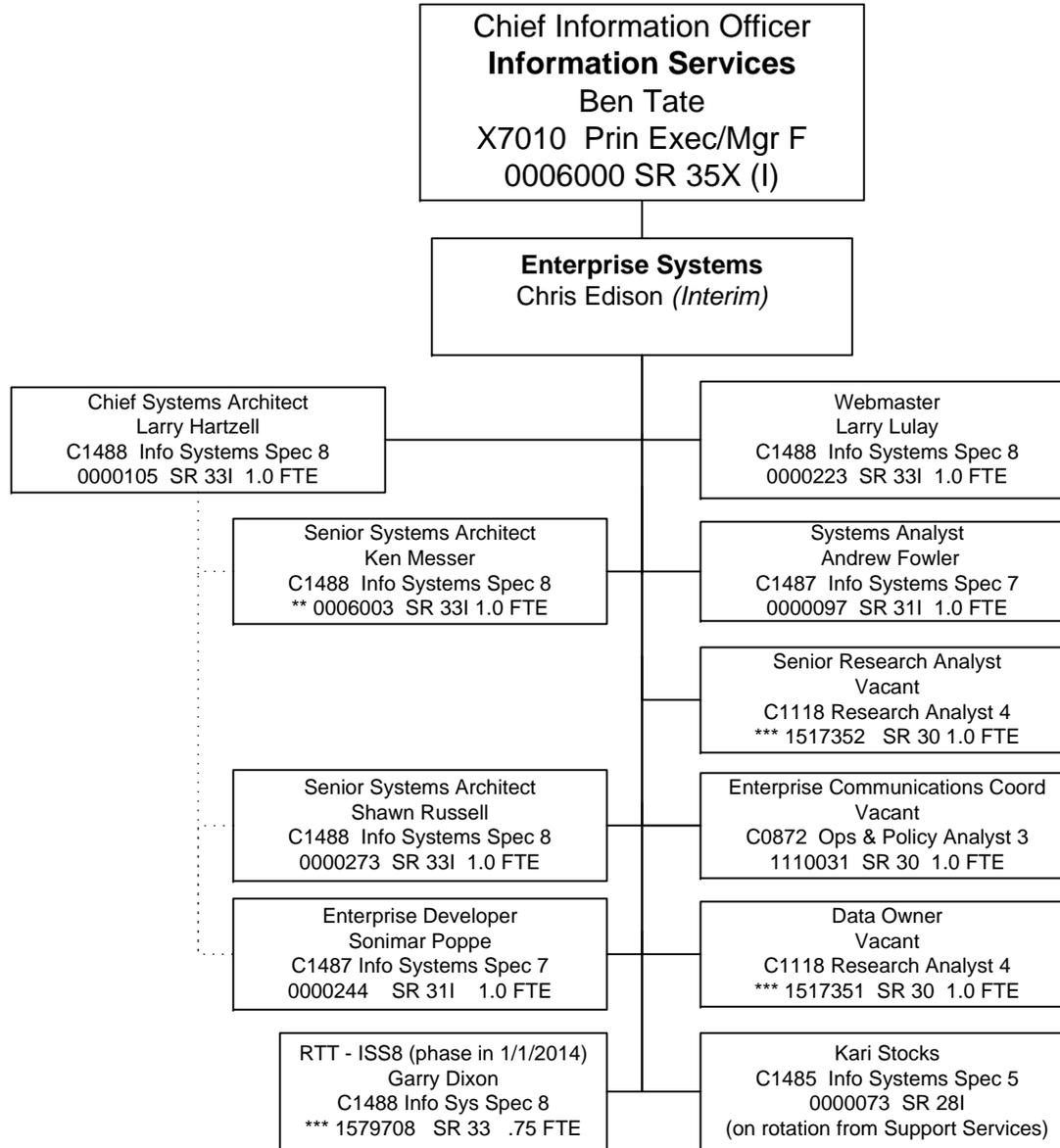
Senior DB Developer
Vacant
C1487 Info Systems Spec 7
0000076 SR 31I 1.0 FTE

DB Developer
Karen Fay
C1486 Info Systems Spec 6
0000063 SR 29I 1.0 FTE

Enterprise Operations
William Bezick
C1487 Info Systems Spec 7
(Overfilled as an ISS8)
*** 1517353 SR 31 1.0 FTE

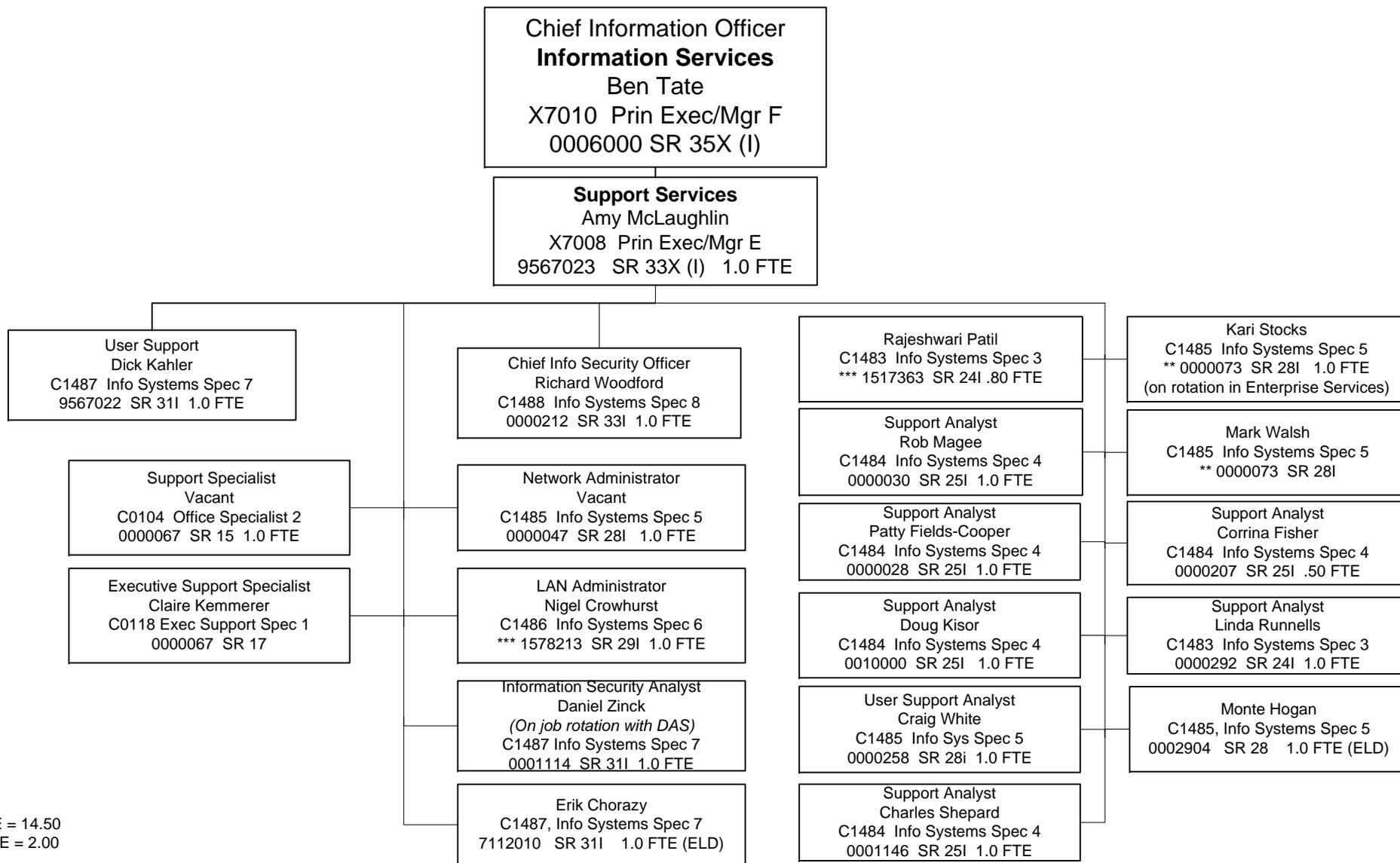
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ELD FTE = 2.00

**Office of Information Technology
Enterprise Systems**



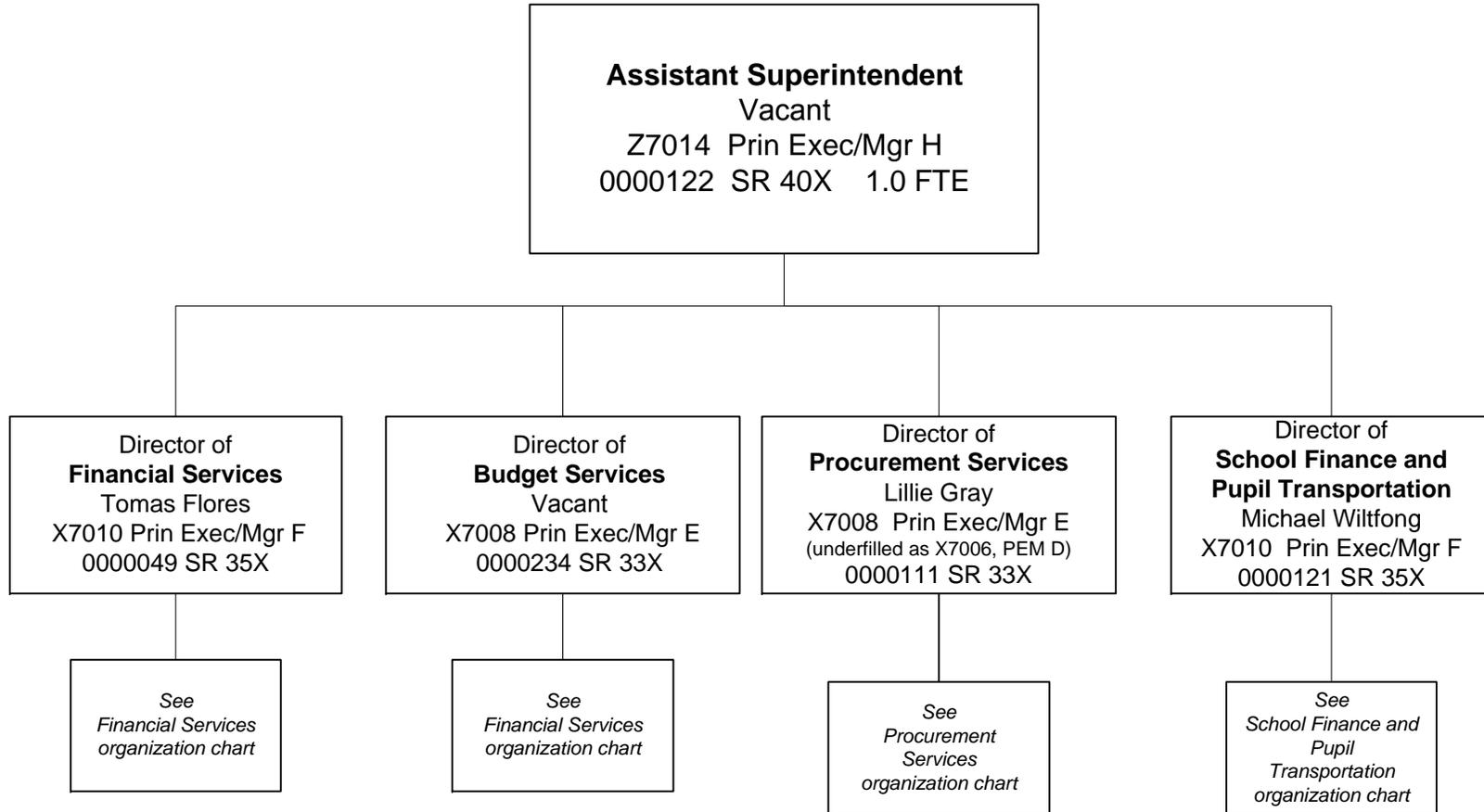
DO FTE = 10.00

Office of Information Technology Support Services



DO FTE = 14.50
ELD FTE = 2.00

OREGON DEPARTMENT OF EDUCATION
Office of Finance & Administration
Overview



Office of Finance & Administration
Financial Services

Assistant Superintendent
Vacant
Z7014 Prin Exec/Mgr H
0000122 SR 40X

Director of Financial Services
Tomas Flores
X7010 Prin Exec/Mgr F
0000049 SR 35X 1.0 FTE

Director of Budget Services
Vacant
X7008 Prin Exec/Mgr E
0000234 SR 33X 1.0 FTE

Senior Accountant
Kristie Miller
C1218 Accountant 4
1310010 SR 30 1.0 FTE

Senior Accountant
Emma Evans
C1217 Accountant 3
0000595 SR 27 1.0 FTE

Revenue/Trust Acctg
Marilyn Freeman
C1216 Accountant 2
0000052 SR 23 1.0 FTE

Accounts Receivable
Connie Flowers
C1216 Accountant 2
0000046 SR 23 1.0 FTE

Vacant
C1218 Accountant 2
0003956 SR 30 .67 FTE

Sophanna Kuch
C1218 Accountant 4
1517541 SR 30 1.0 FTE

Serena Harris
C1217 Accountant 3
7112058 SR 27 1.0 FTE

Fiscal Analyst
Julie Hansen
C1244 Fiscal Analyst 2
0001144 SR 27 1.0 FTE

Karen Garrison
C0212 Accounting Tech 3
7112045 SR 19 1.0 FTE

Special Schools
Richelle Corbo
C0212 Accounting Tech 3
0000057 SR 19 1.0 FTE

AP - PO's
Suzette Priest
C0211 Accounting Tech 2
0000020 SR 17 1.0 FTE

AP - Contracts/Travel
Barbara Parker
C0212 Accounting Tech 3
0000238 SR 19 1.0 FTE

Travis Moore
C0107 Admin Specialist 1
0000066 SR 17 1.0 FTE

Payroll Administrator
Marvin Roberts
C0108 Admin Specialist 2
0000050 SR 19 1.0 FTE

Fiscal Analyst
Vacant
C1244 Fiscal Analyst 2
0000191 SR 27 1.0 FTE

Fiscal Analyst
Michelle Robinson
C1243 Fiscal Analyst 1
0000199 SR 23 1.0 FTE

Spec Ed Fiscal Analyst
Pam Williams
C1244 Fiscal Analyst 2
0720414 SR 27 1.0 FTE

Fiscal Analyst
Kathy Oglevie
C1244 Fiscal Analyst 2
0000190 SR 27 1.0 FTE

Fiscal Analyst
Margaret Thomas, Lead
C1245 Fiscal Analyst 3
0000081 SR 30 1.0 FTE

Fiscal Analyst
Jose Macias
C1244 Fiscal Analyst 2
0000083 SR 27 1.0 FTE

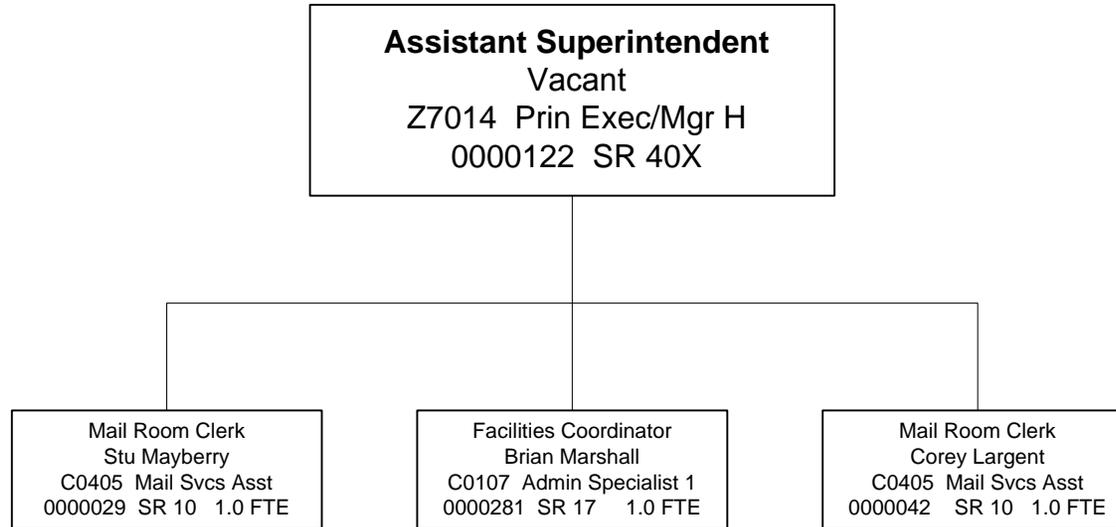
Fiscal Analyst
Nina King
C1244 Fiscal Analyst 2
0000136 SR 27 1.0 FTE

Fiscal Analyst
Kristy Hartsell
C1244 Fiscal Analyst 2
9567077 SR 27 1.0 FTE

Fiscal Analyst
Lois Johnson
C1245 Fiscal Analyst 2
1580604 SR 27 1.0 FTE

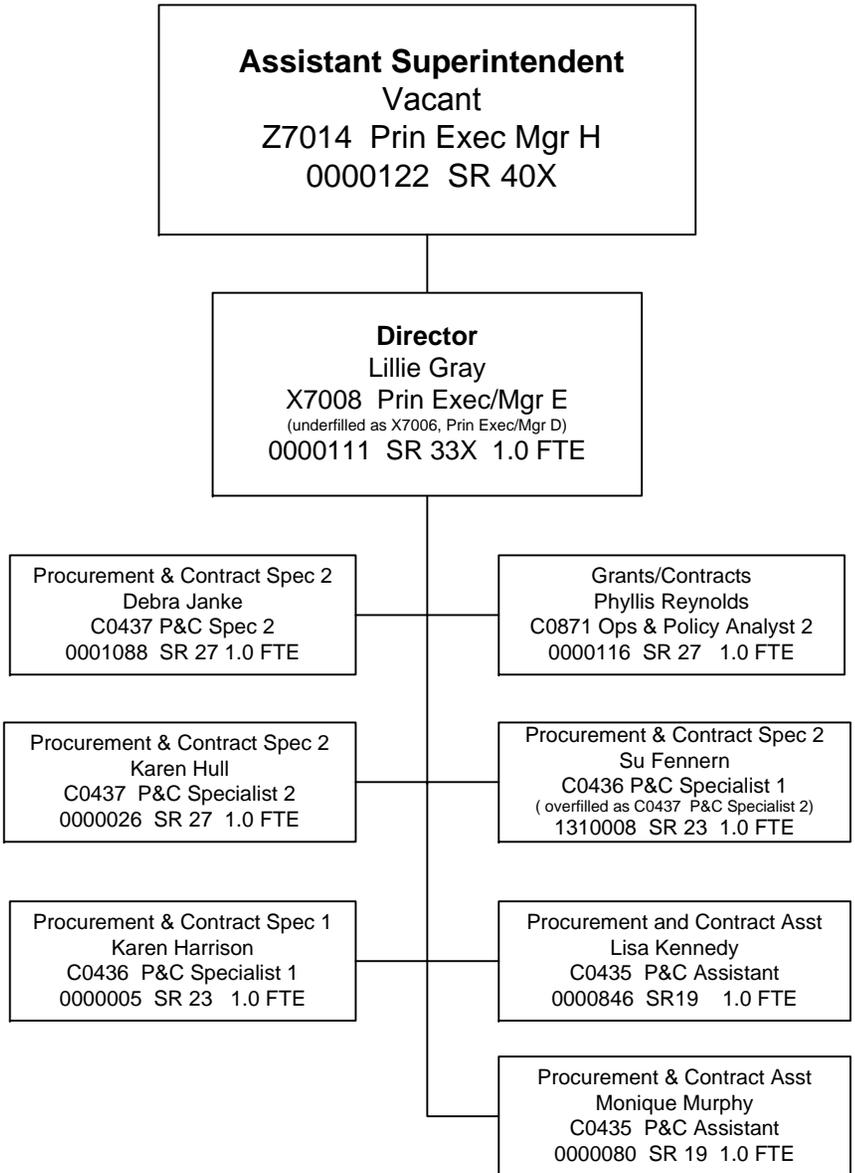
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ELD FTE = 2.21
YDD FTE = 1.37

**Office of Finance & Administration
Business Services**



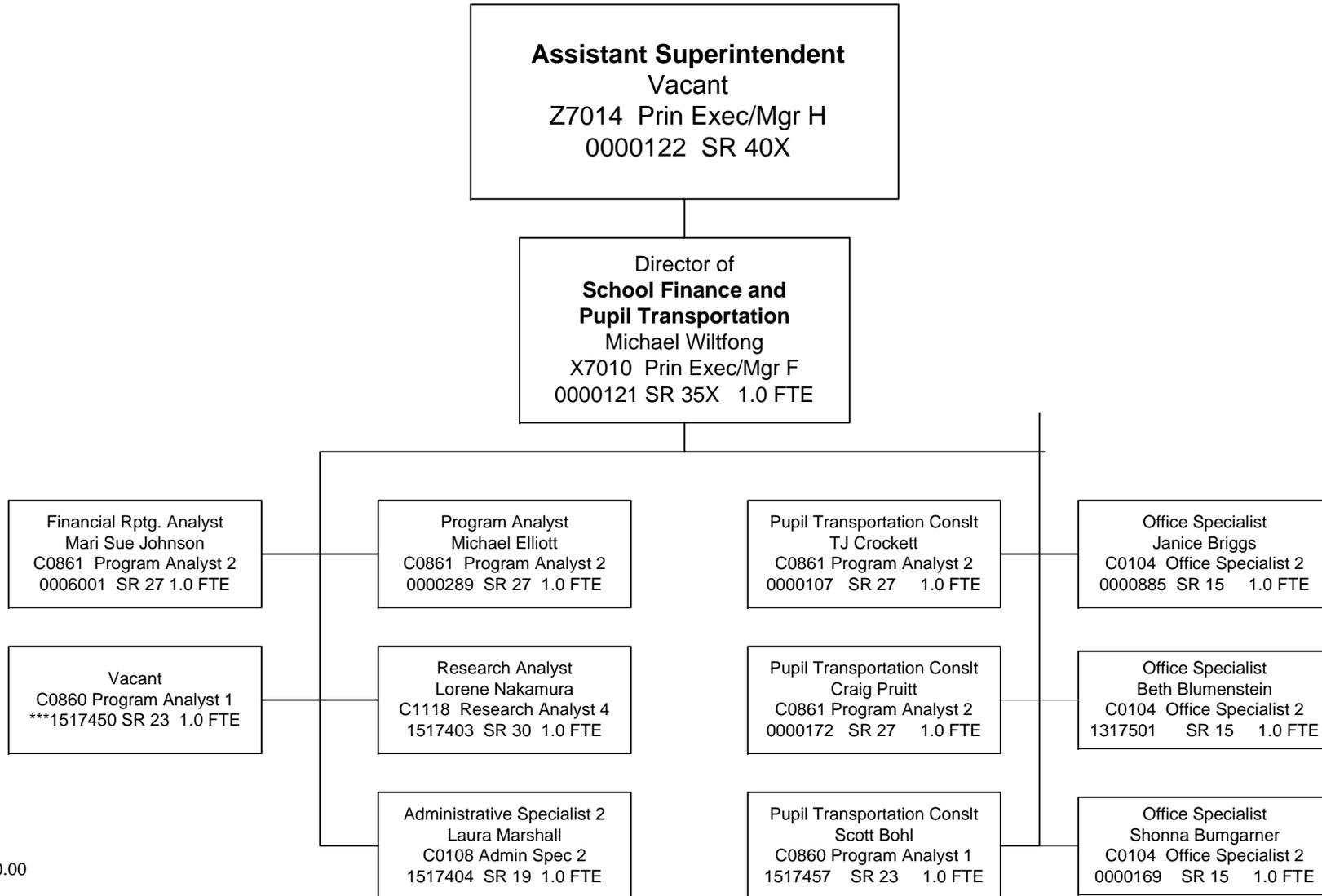
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Office of Finance & Administration
Procurement



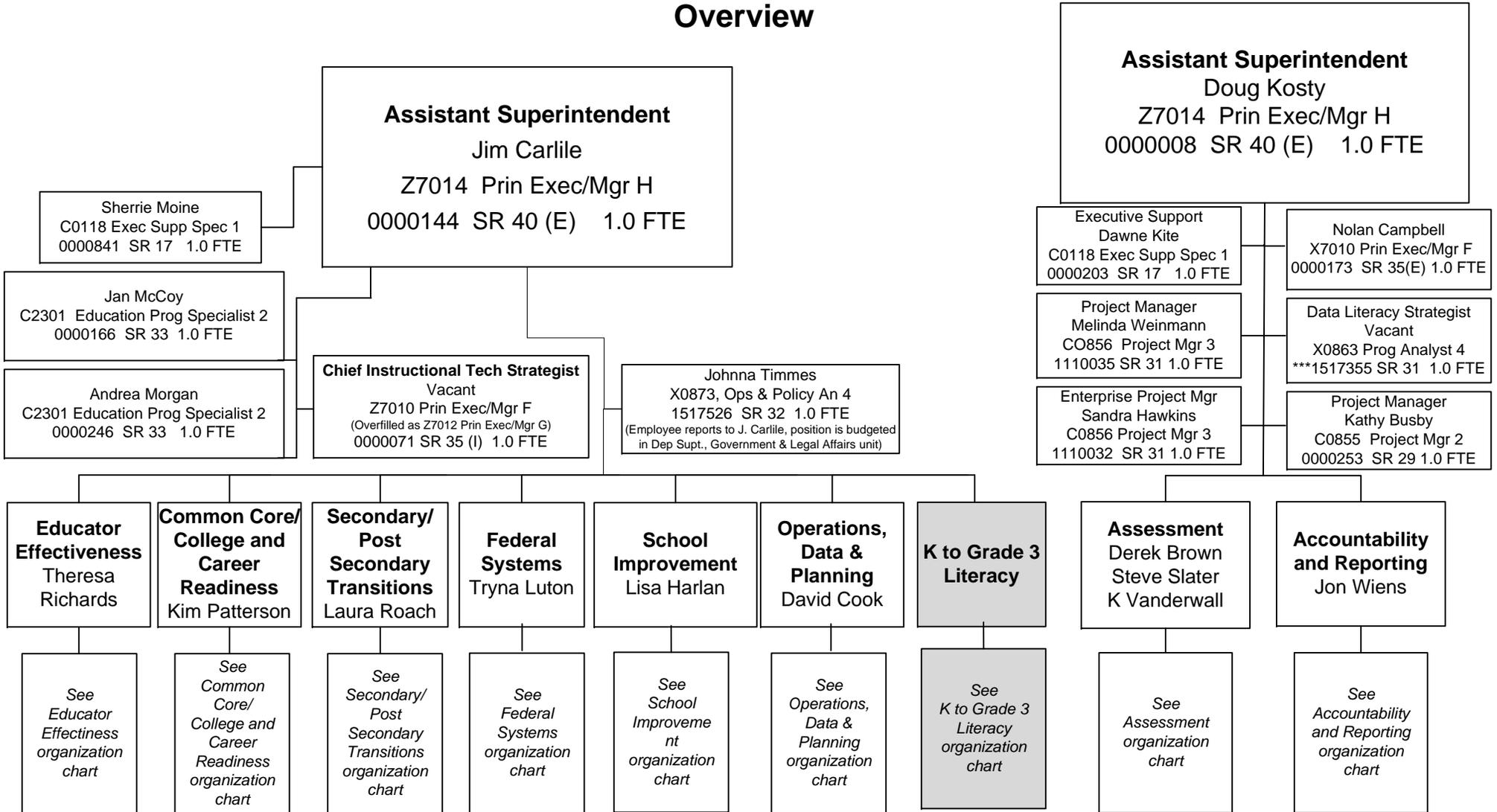
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**Office of Finance & Administration
School Finance and Pupil Transportation**

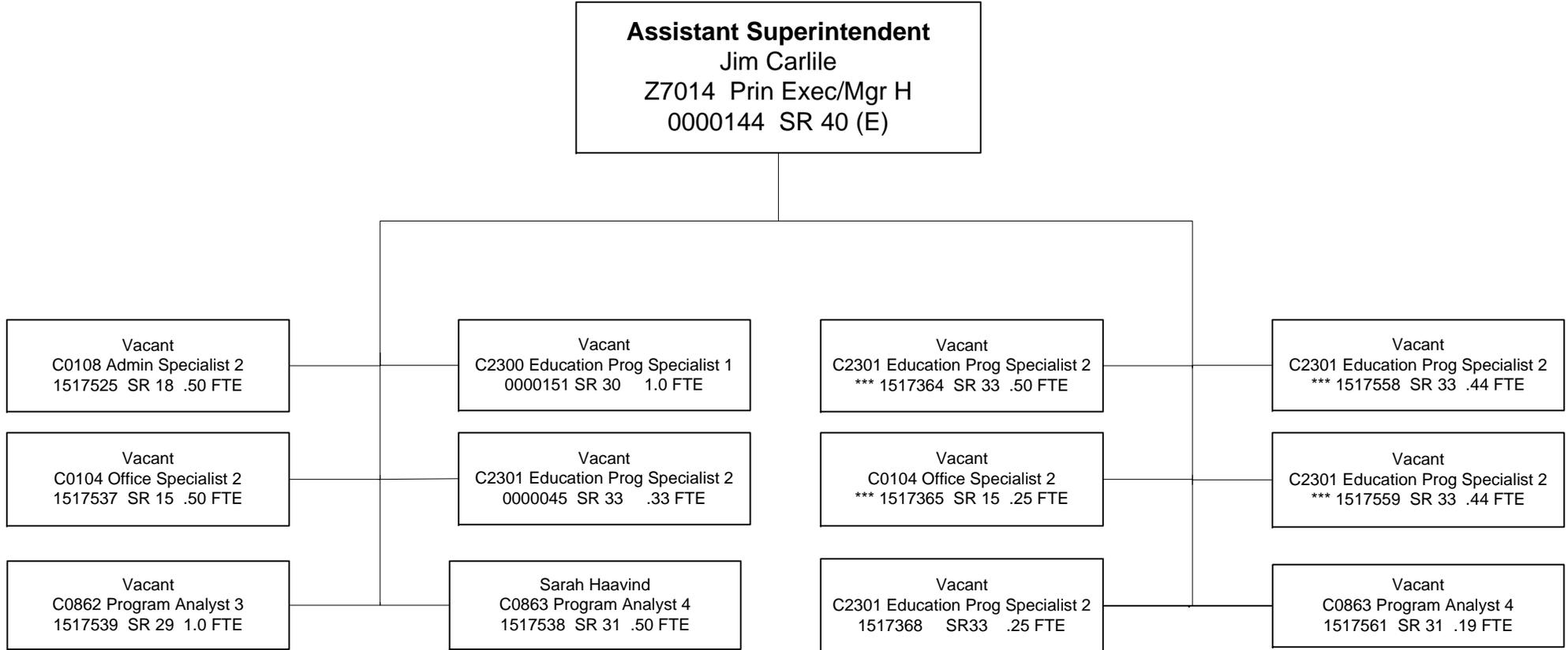


DO FTE = 10.00

OREGON DEPARTMENT OF EDUCATION
Office of Learning
Instruction, Standards, Assessment, & Accountability
Overview

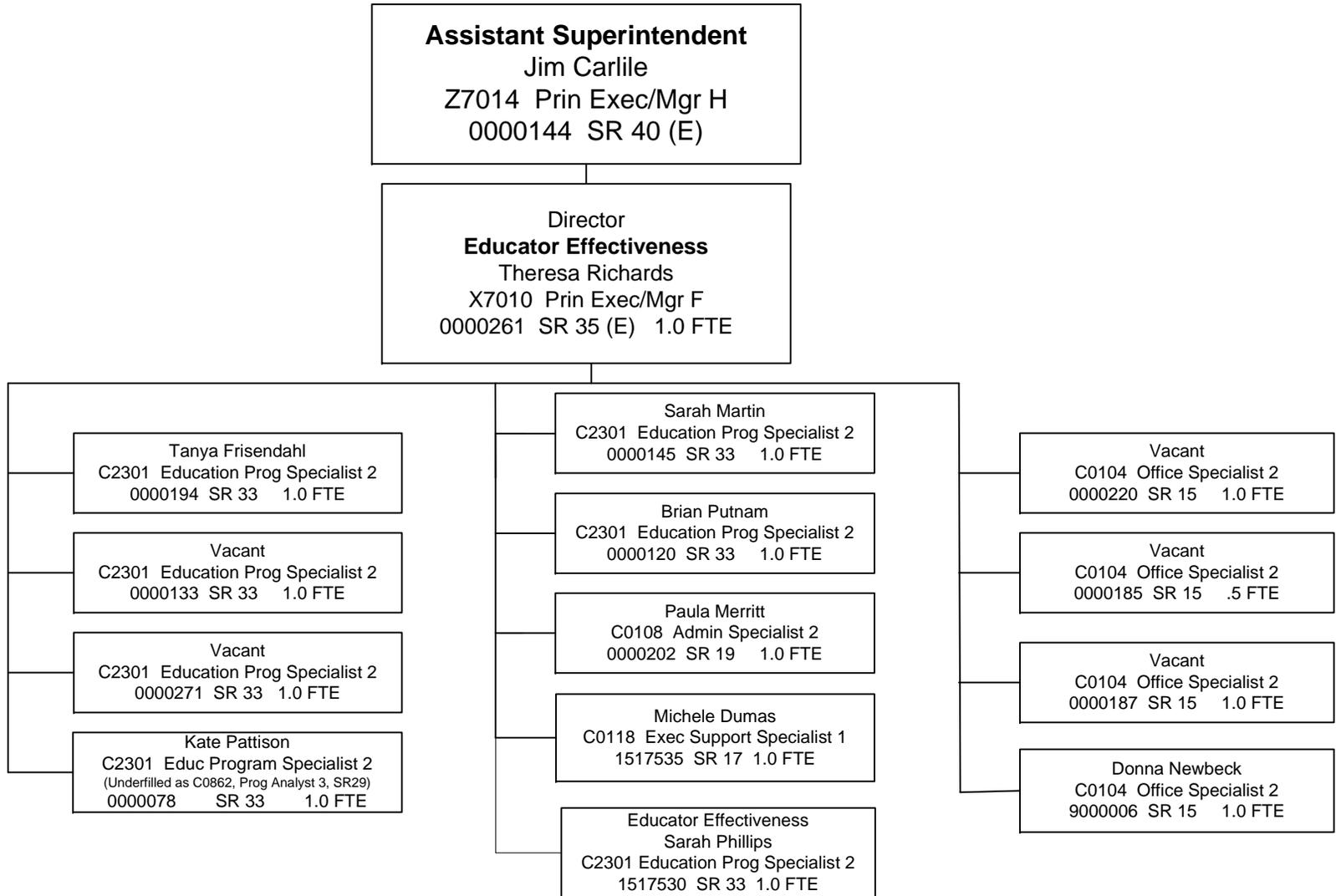


**Office of Learning
Instruction, Standards, Assessment, & Accountability**



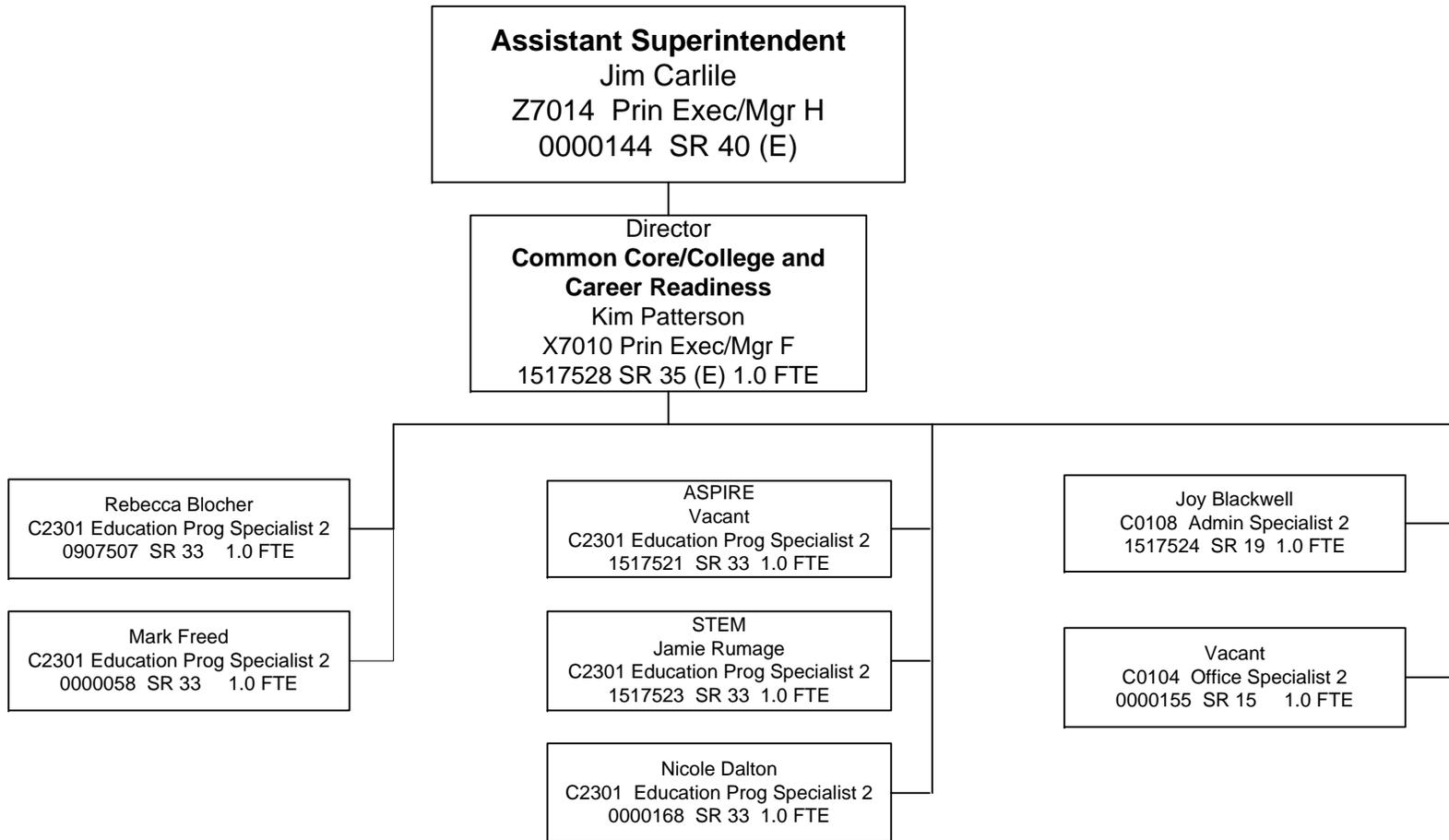
DO FTE = 5.90

**Office of Learning
Instruction, Standards, Assessment, and Accountability
Educator Effectiveness**



DO FTE = 13.50

**Office of Learning
Instruction, Standards, Assessment, and Accountability
Common Core/College and Career Readiness**



DO FTE = 8.00

**Office of Learning
Instruction, Standards, Assessment, and Accountability
Secondary/Post Secondary Transitions**

Assistant Superintendent
Jim Carlile
Z7014 Prin Exec/Mgr H
0000144 SR 40 (E)

Director
**Secondary/Post Secondary
Transitions**
Laura Roach
X7010 Prin Exec/Mgr F
0000183 SR 35 (E) 1.0 FTE

Tom Thompson
C2301 Education Prog Specialist 2
1513082 SR 33 .63 FTE

Vacant
C2301 Education Prog Specialist 2
0000188 SR 33 1.0 FTE

Ron Dodge
C2301 Education Prog Specialist 2
0000240 SR 33 1.0 FTE

Karin Moscon
C2301 Education Prog Specialist 2
0000213 SR 33

Jennell Ives
C2301 Education Prog Specialist 2
0001142 SR 33 1.0 FTE

Victor Cato
C2301 Education Prog Specialist 2
0000186 SR 33 1.0 FTE

Donna Brant
C2301 Education Prog Specialist 2
0000192 SR 33 1.0 FTE

Reynold Gardner
C2301 Education Prog Specialist 2
0001141 SR 33 1.0 FTE

Brent Jacobsen
C2301 Education Prog Specialist 2
0000843 SR 33 1.0 FTE

Michael Fridley
C2301 Education Prog Specialist 2
0000226 SR 33 1.0 FTE

Vacant
C2301 Education Prog Specialist 2
1513083 SR 33 .33 FTE

Ilene Spencer
C0108 Admin Specialist 2
0000275 SR 19 1.0 FTE

Barbara O'Neill
C0108 Admin Specialist 2
0000196 SR 19 1.0 FTE

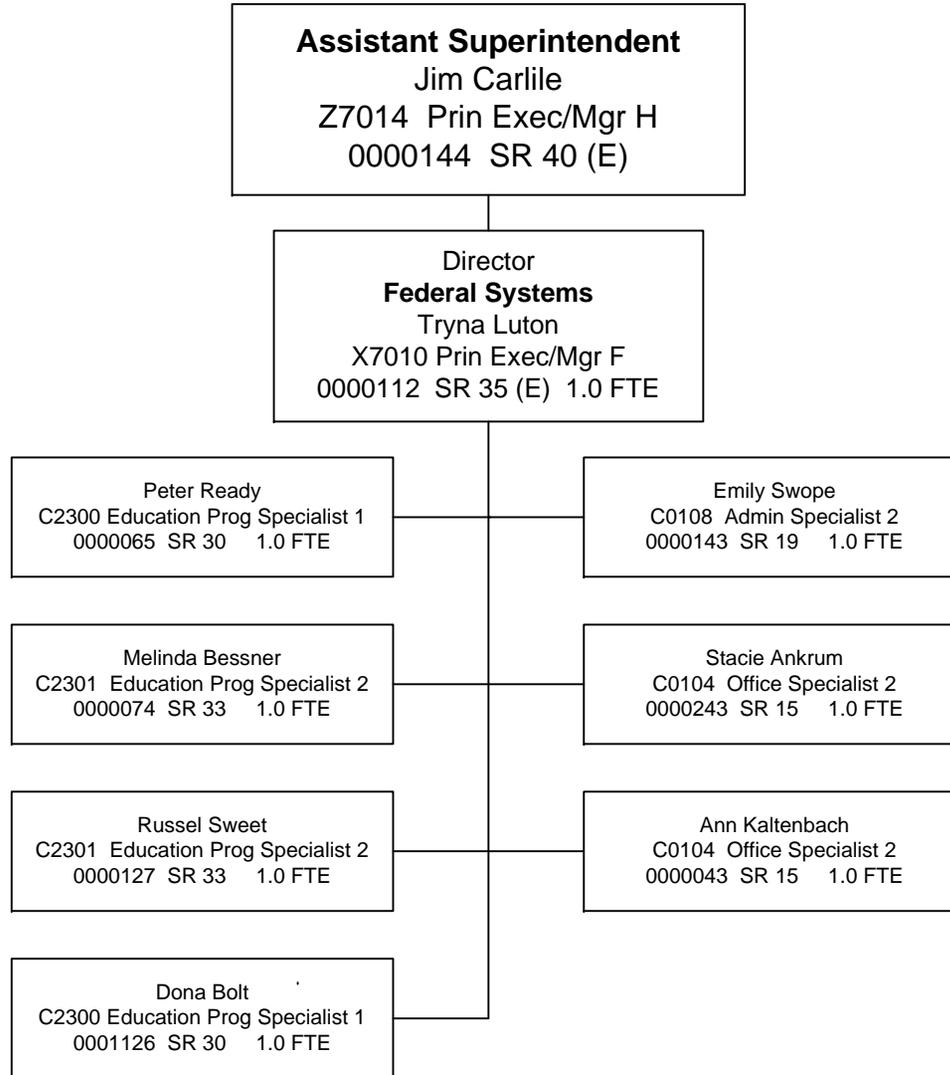
Linda Simeone
C0107 Admin Specialist 1
0000037 SR 17 1.0 FTE

Ann Martin
C0108 Admin Specialist 2
1517084 SR 19 .33 FTE

Vacant
C2301 Education Prog Specialist 2
0000167 SR 33 1.0 FTE

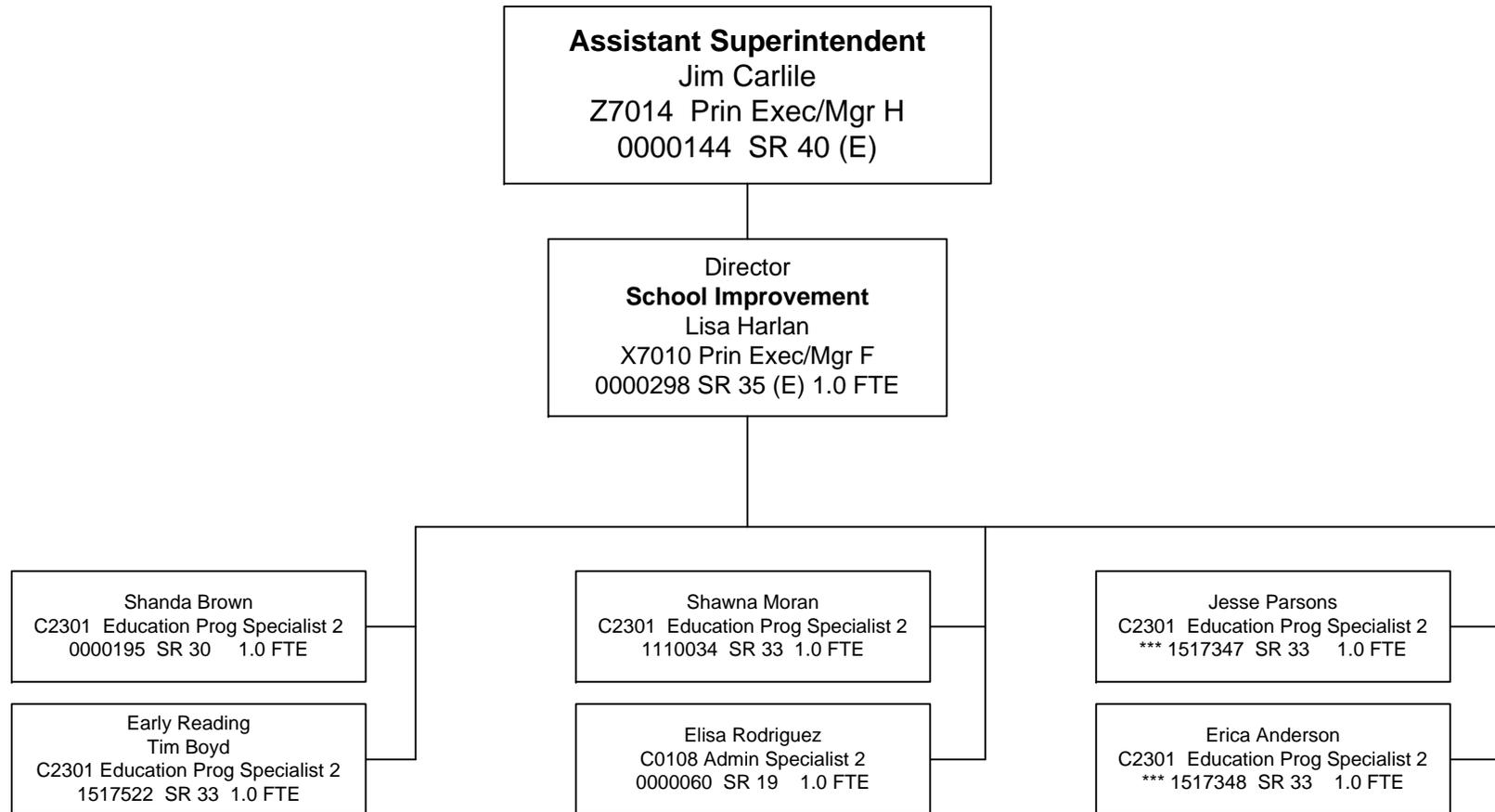
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**Office of Learning
Instruction, Standards, Assessment, and Accountability
Federal Systems**



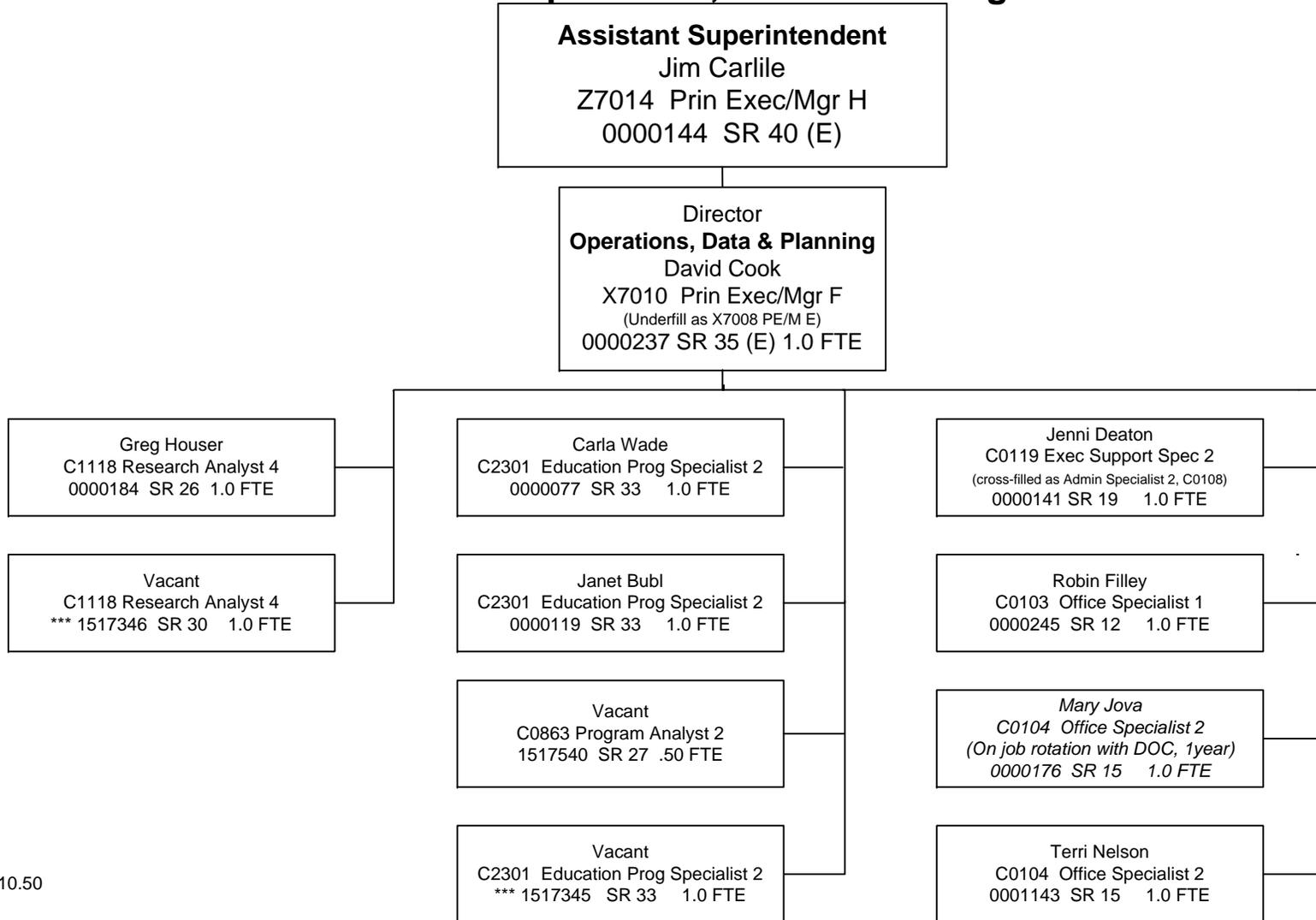
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**Office of Learning
Instruction, Standards, Assessment, and Accountability
School Improvement**



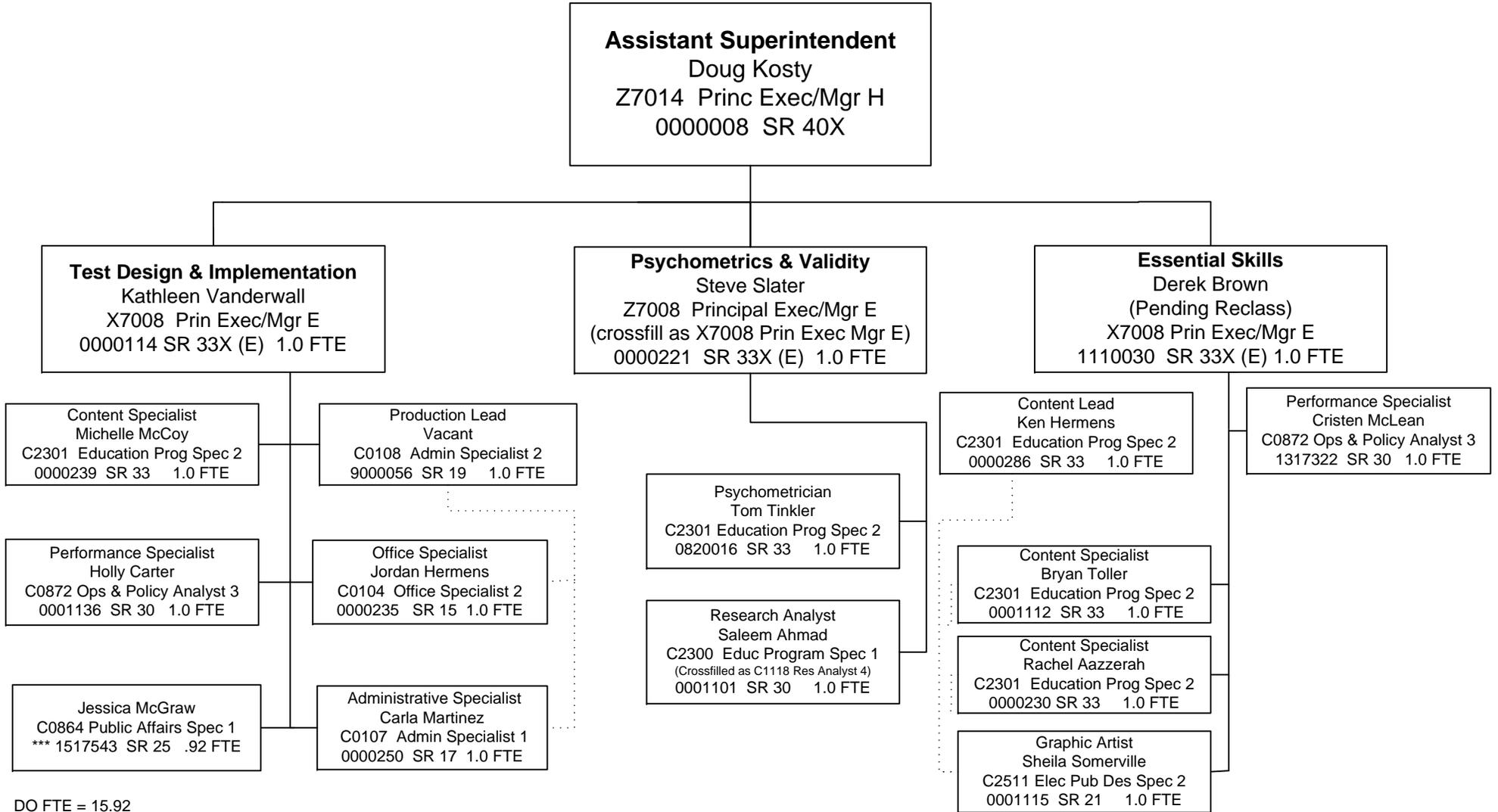
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**Office of Learning
Instruction, Standards, Assessment, and Accountability
Operations, Data & Planning**



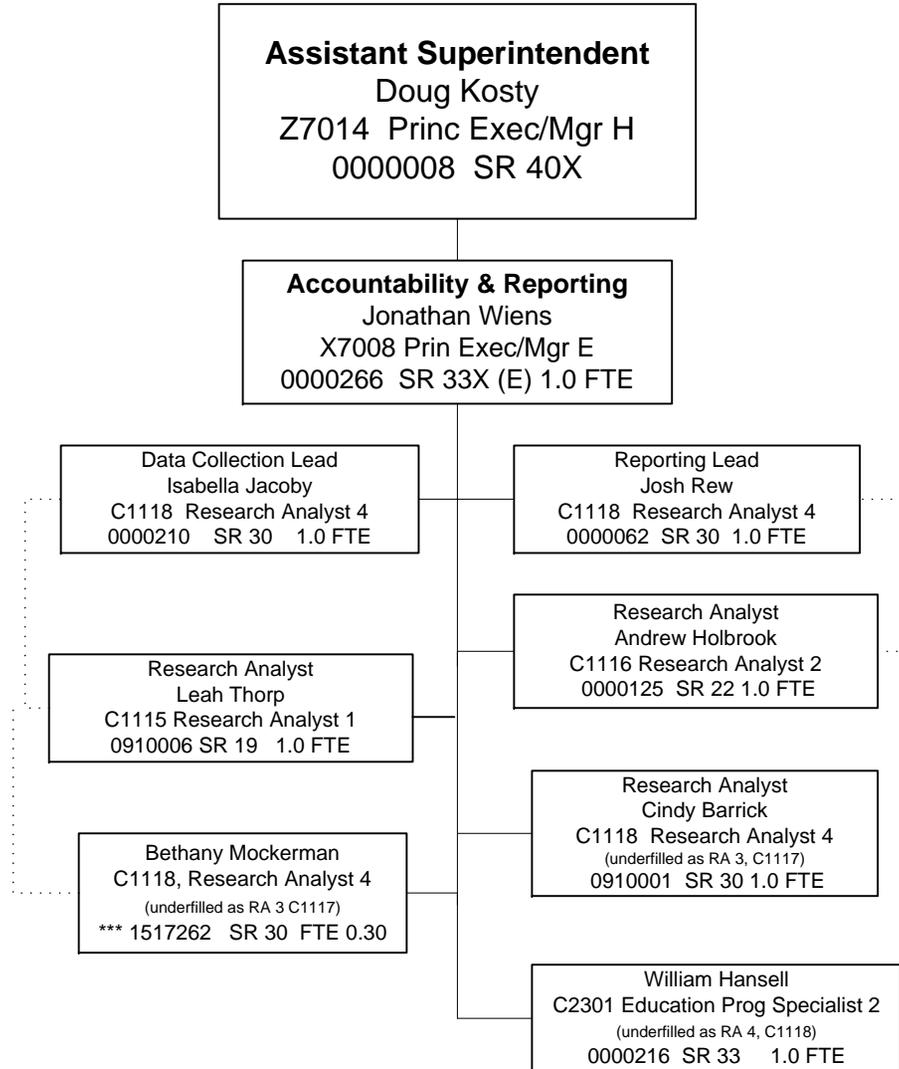
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**Office of Learning
Instruction, Standards, Assessment, and Accountability
Assessment**



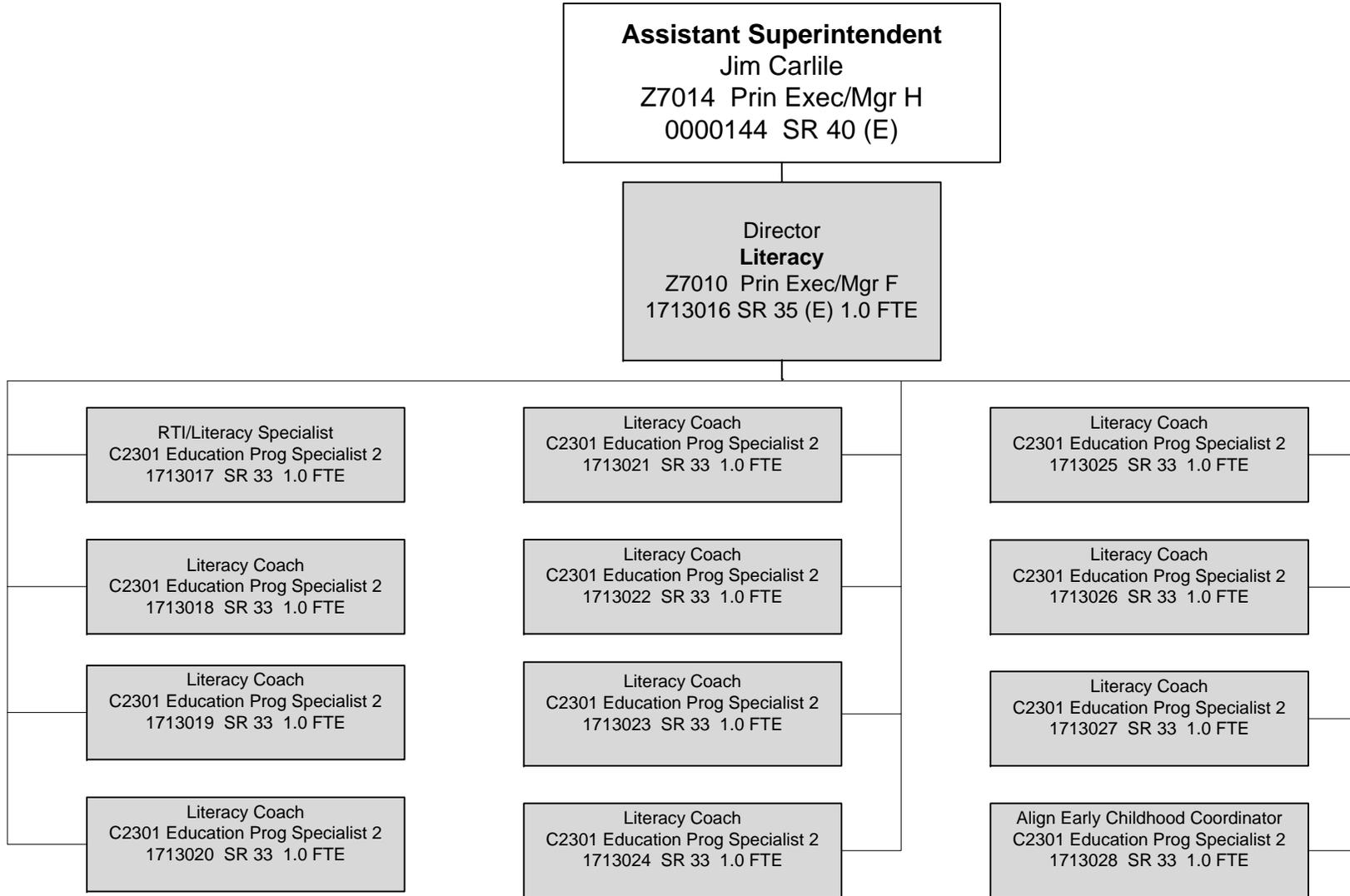
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**Office of Learning
Instruction, Standards, Assessment, and Accountability
Accountability & Reporting**

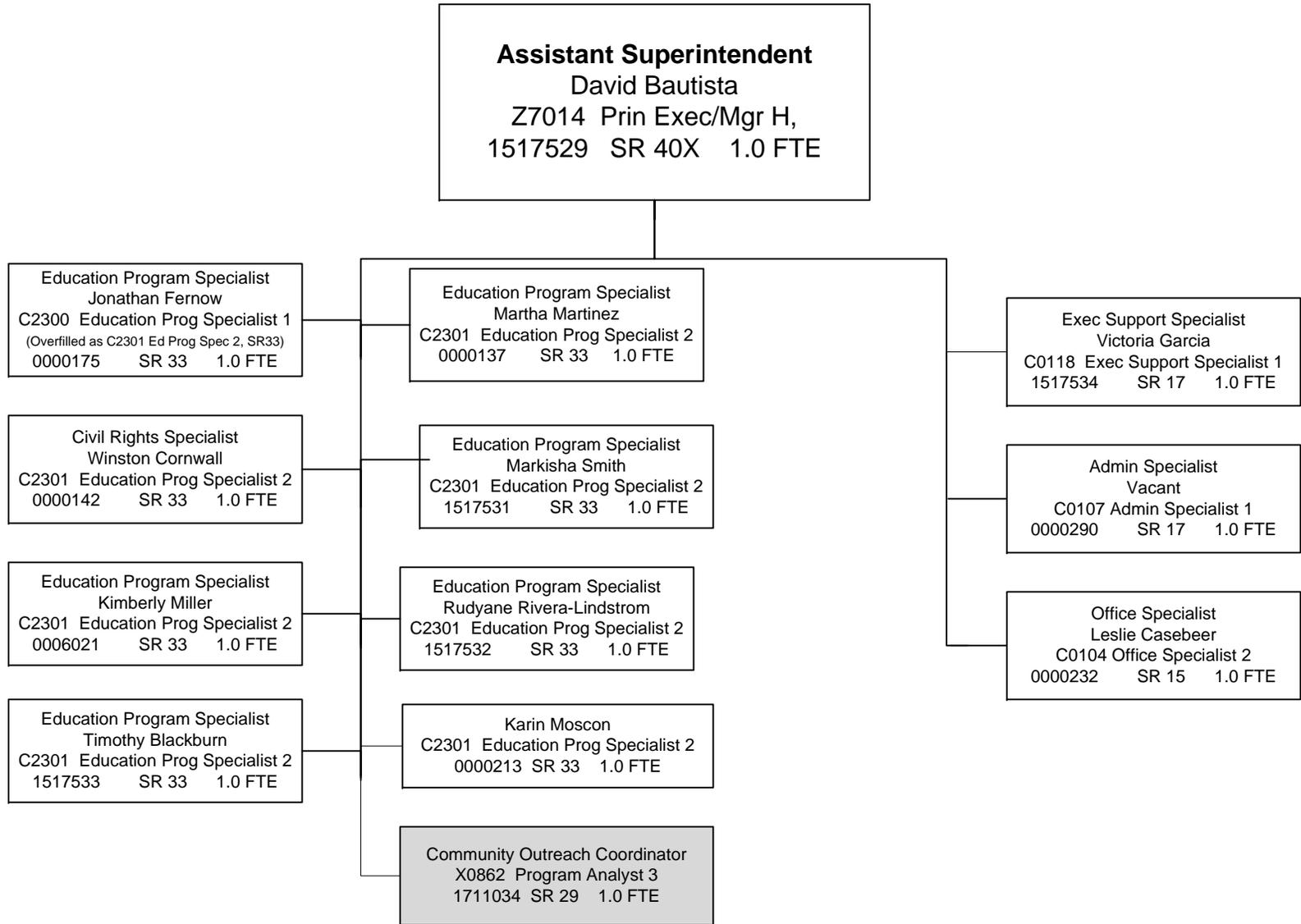


DO FTE = 7.30

**Office of Learning
Instruction, Standards, Assessment, & Accountability**

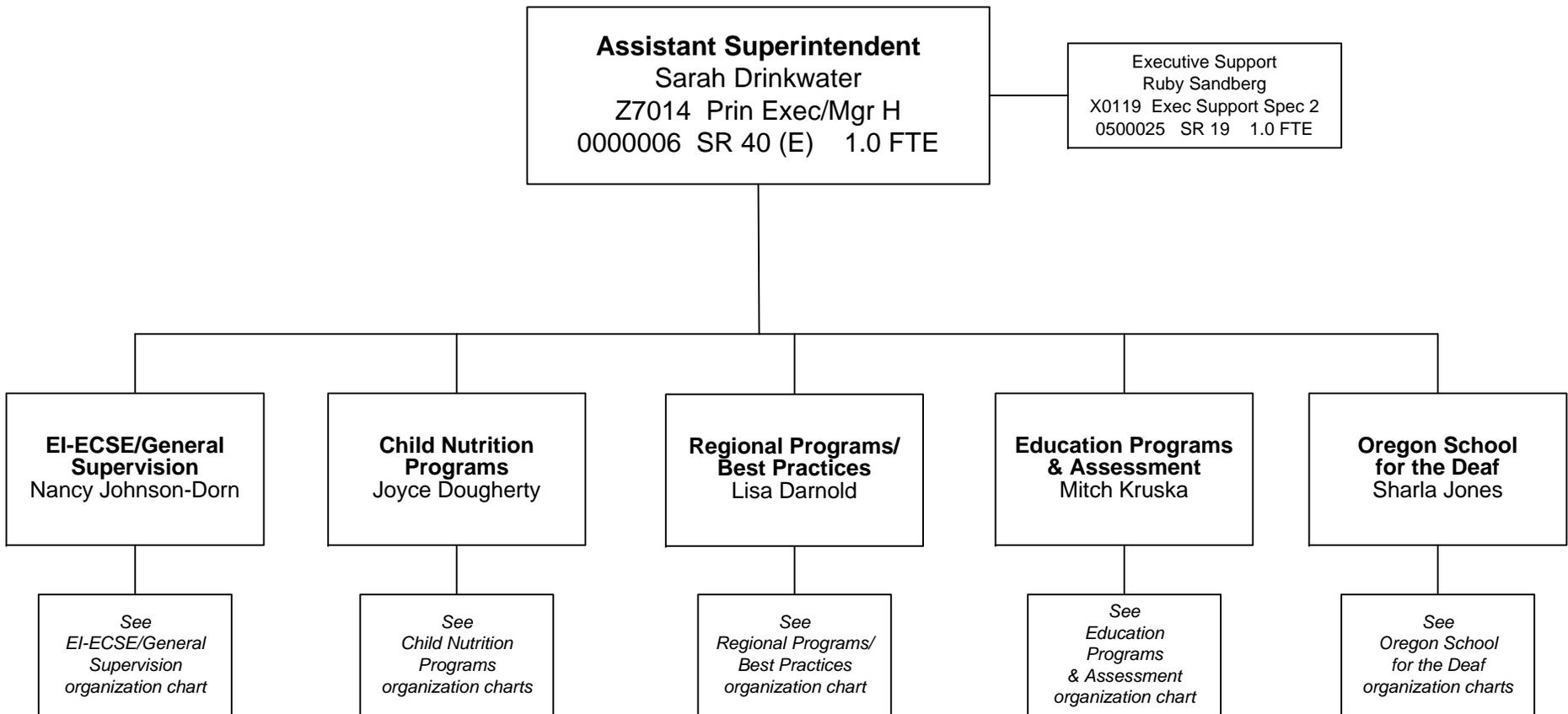


Office of Learning – Education Equity



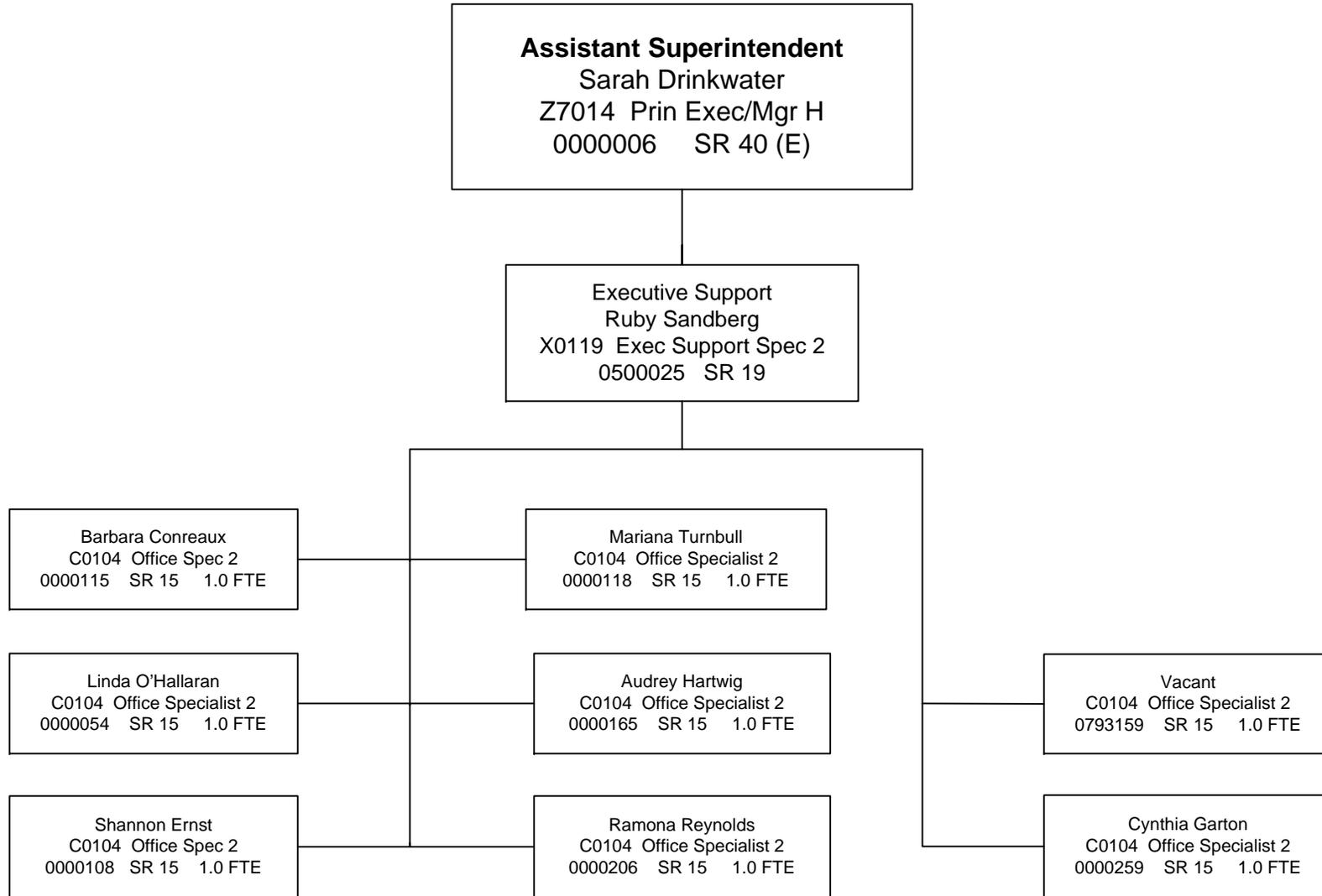
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OREGON DEPARTMENT OF EDUCATION
Office of Learning – Student Services
Overview



DO FTE = 2.00

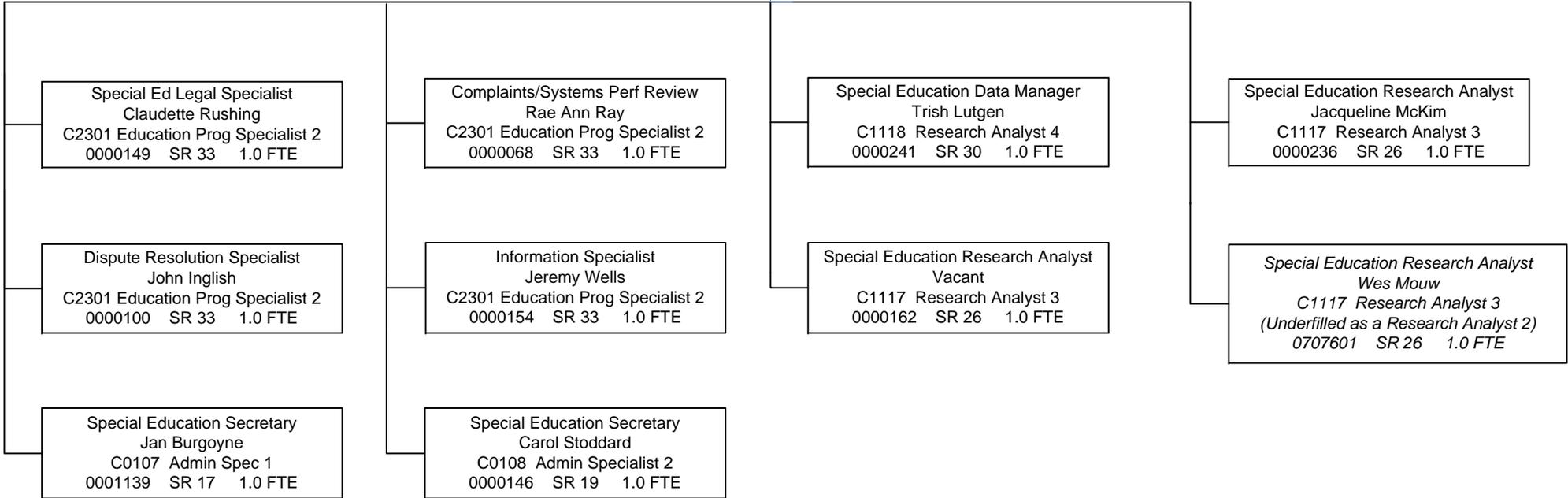
**Office of Learning – Student Services
Support Staff**



DO FTE = 8.00

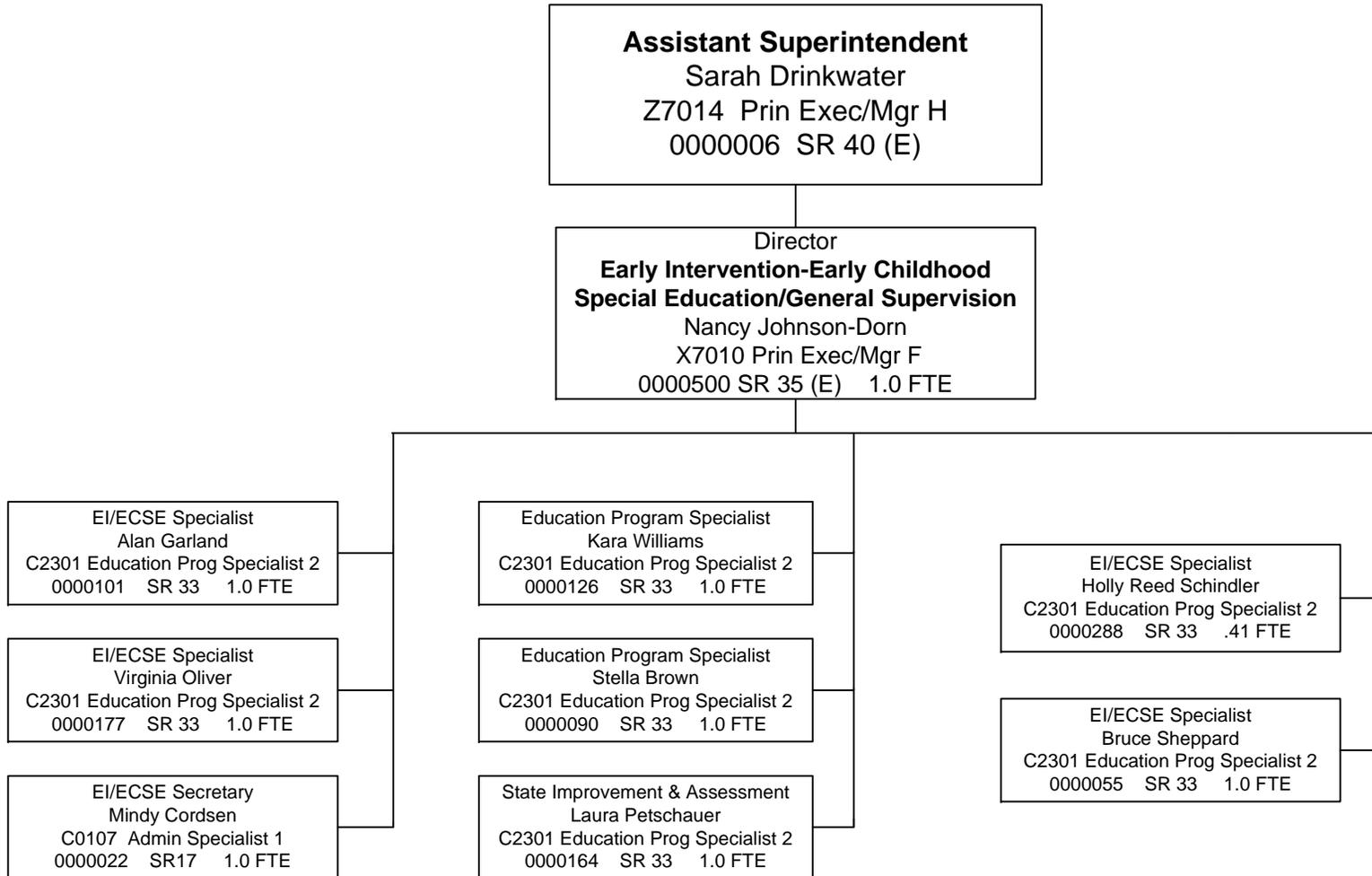
**Office of Learning – Student Services
IDEA Compliance & District Resources**

Assistant Superintendent
Sarah Drinkwater
Z7014 Prin Exec/Mgr H
0000006 SR 40 (E)



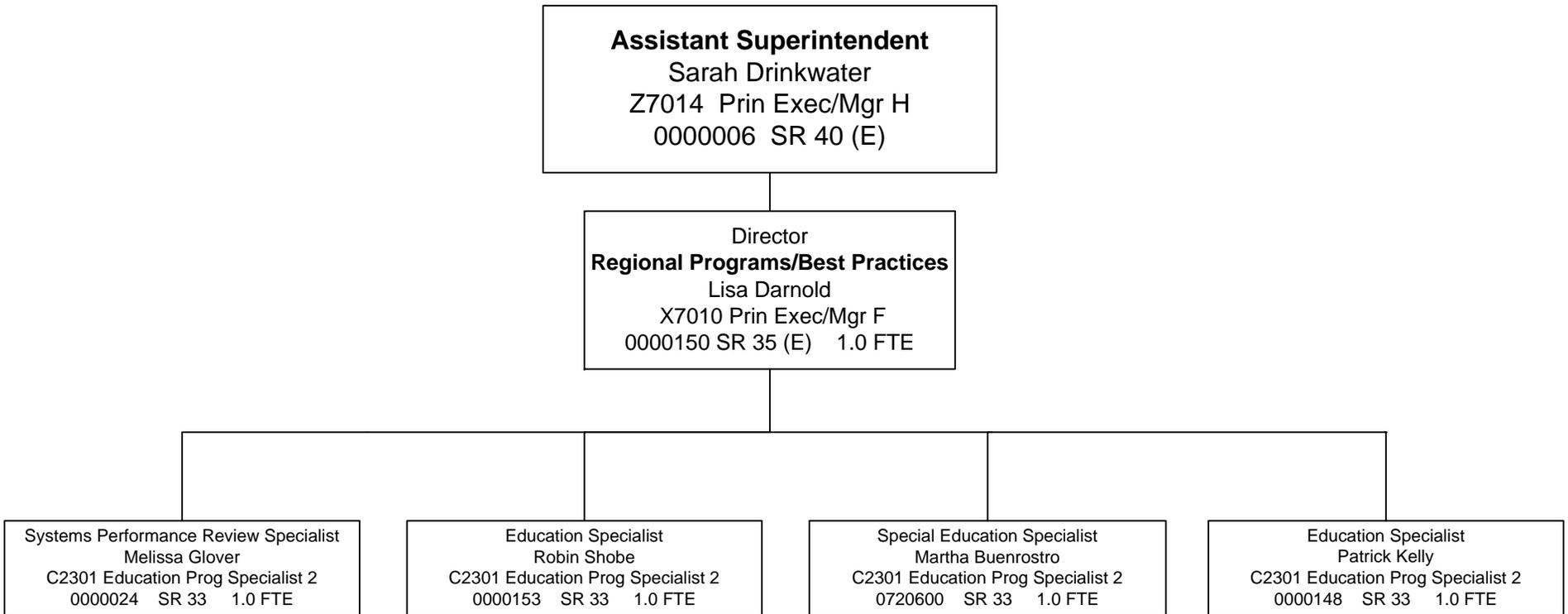
DO FTE = 10.00

**Office of Learning – Student Services
Early Intervention-Early Childhood Special
Education/General Supervision**



DO FTE = 8.41

**Office of Learning – Student Services
Regional Programs/Best Practices**

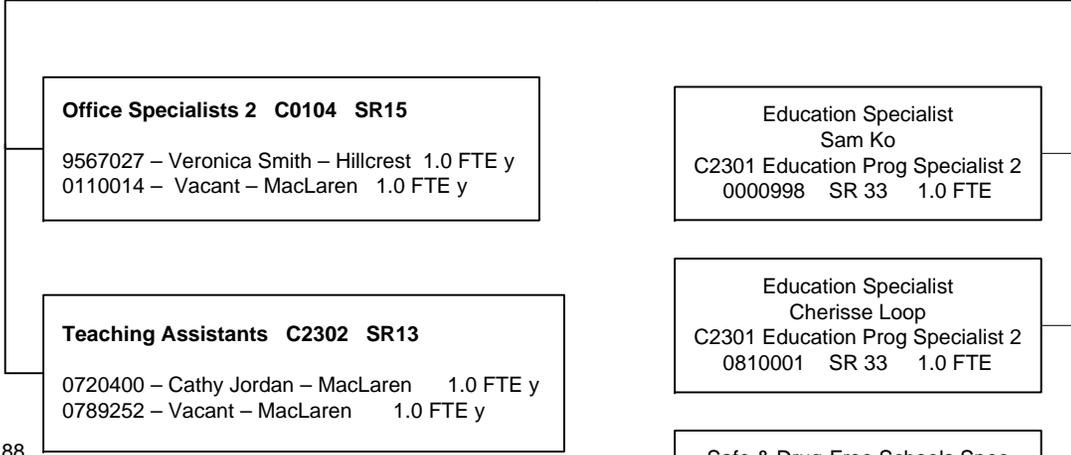


DO FTE = 5.00

**Office of Learning – Student Services
Education Programs & Assessment**

Assistant Superintendent
Sarah Drinkwater
Z7014 Prin Exec/Mgr H
0000006 SR 40 (E)

Director
**Education Programs
& Assessment**
Mitch Kruska
X7010 Prin Exec/Mgr F
0000883 SR 35 (E) 1.0 FTE



Office Specialists 2 C0104 SR15
9567027 – Veronica Smith – Hillcrest 1.0 FTE y
0110014 – Vacant – MacLaren 1.0 FTE y

Teaching Assistants C2302 SR13
0720400 – Cathy Jordan – MacLaren 1.0 FTE y
0789252 – Vacant – MacLaren 1.0 FTE y

Education Specialist
Sam Ko
C2301 Education Prog Specialist 2
0000998 SR 33 1.0 FTE

Education Specialist
Cherrisse Loop
C2301 Education Prog Specialist 2
0810001 SR 33 1.0 FTE

Safe & Drug-Free Schools Spec
Vacant
C2301 Education Prog Specialist 2
0000147 SR 33 1.0 FTE

Assessment & Monitoring Spec
Brad Lenhardt
C2301 Education Prog Specialist 2
0000218 SR 33 1.0 FTE

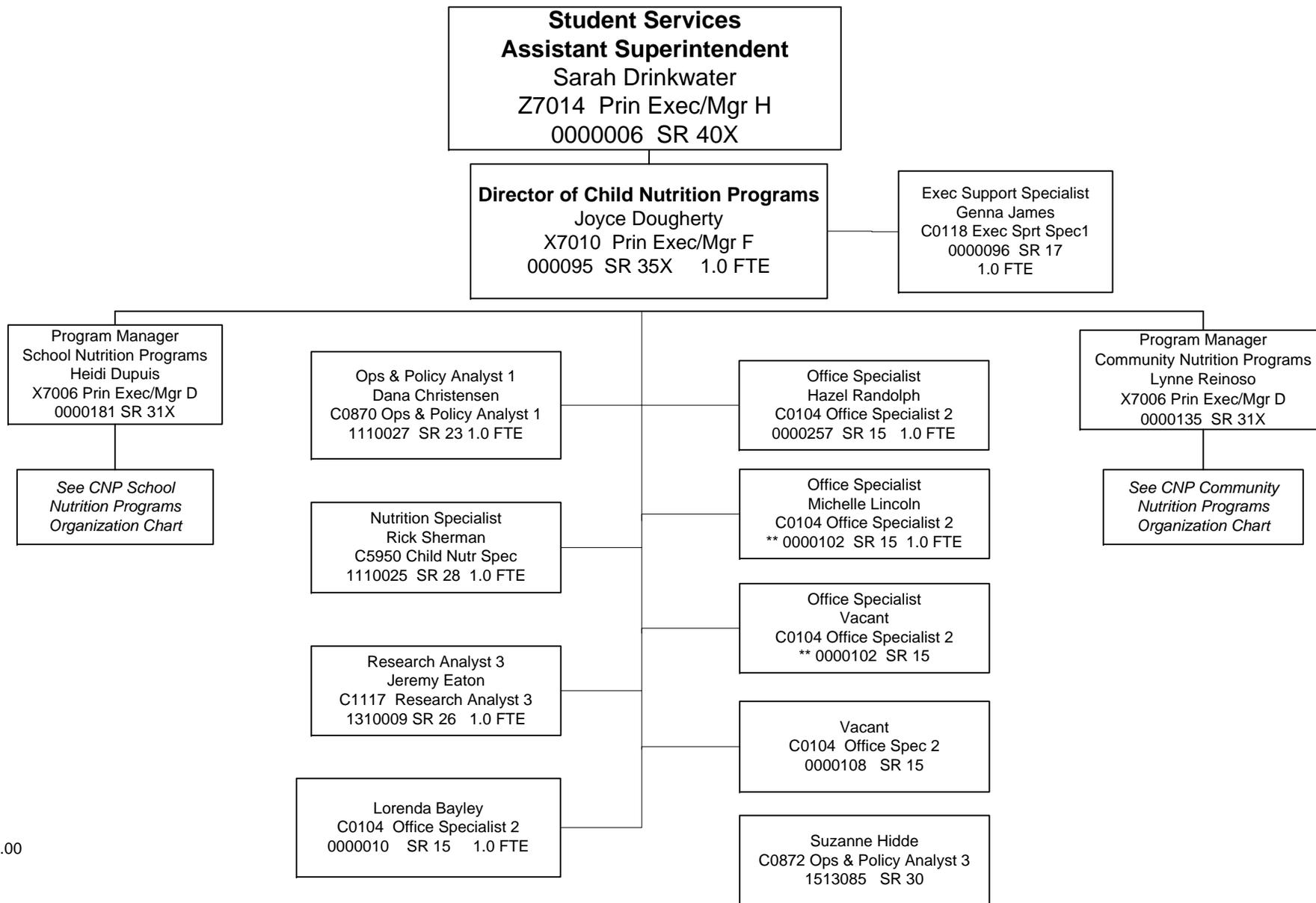
Transition Specialist
Sally Simich
C2301 Education Prog Specialist 2
0000129 SR 33 1.0 FTE

Transition Liaison
Heather Lindsey
C2301 Education Prog Specialist 2
1517669 SR 33 .88 FTE

Administrative Support
Julie Clements
C0107 Admin Specialist 1
0000890 SR 17 1.0 FTE

DO FTE = 7.88
YCEP FTE = 4.00

**Office of Learning – Student Services
Child Nutrition Programs**



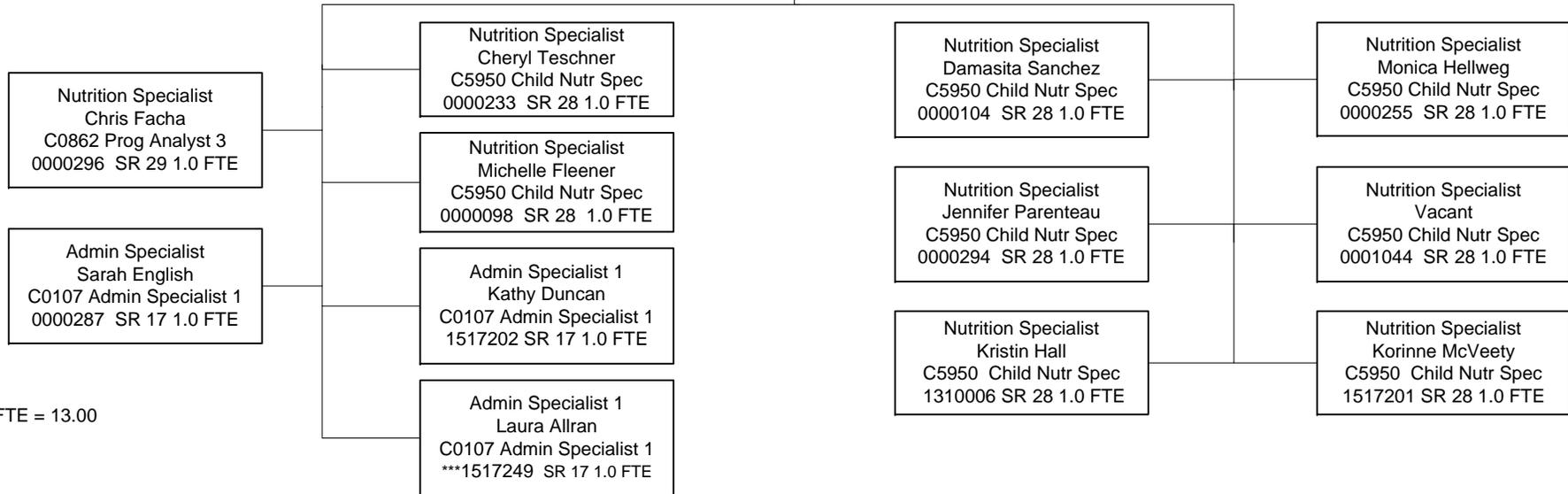
DO FTE = 8.00

**Office of Learning – Student Services
Child Nutrition Programs**

**Student Services
Assistant Superintendent**
Sarah Drinkwater
Z7014 Prin Exec/Mgr H
0000006 SR 40X

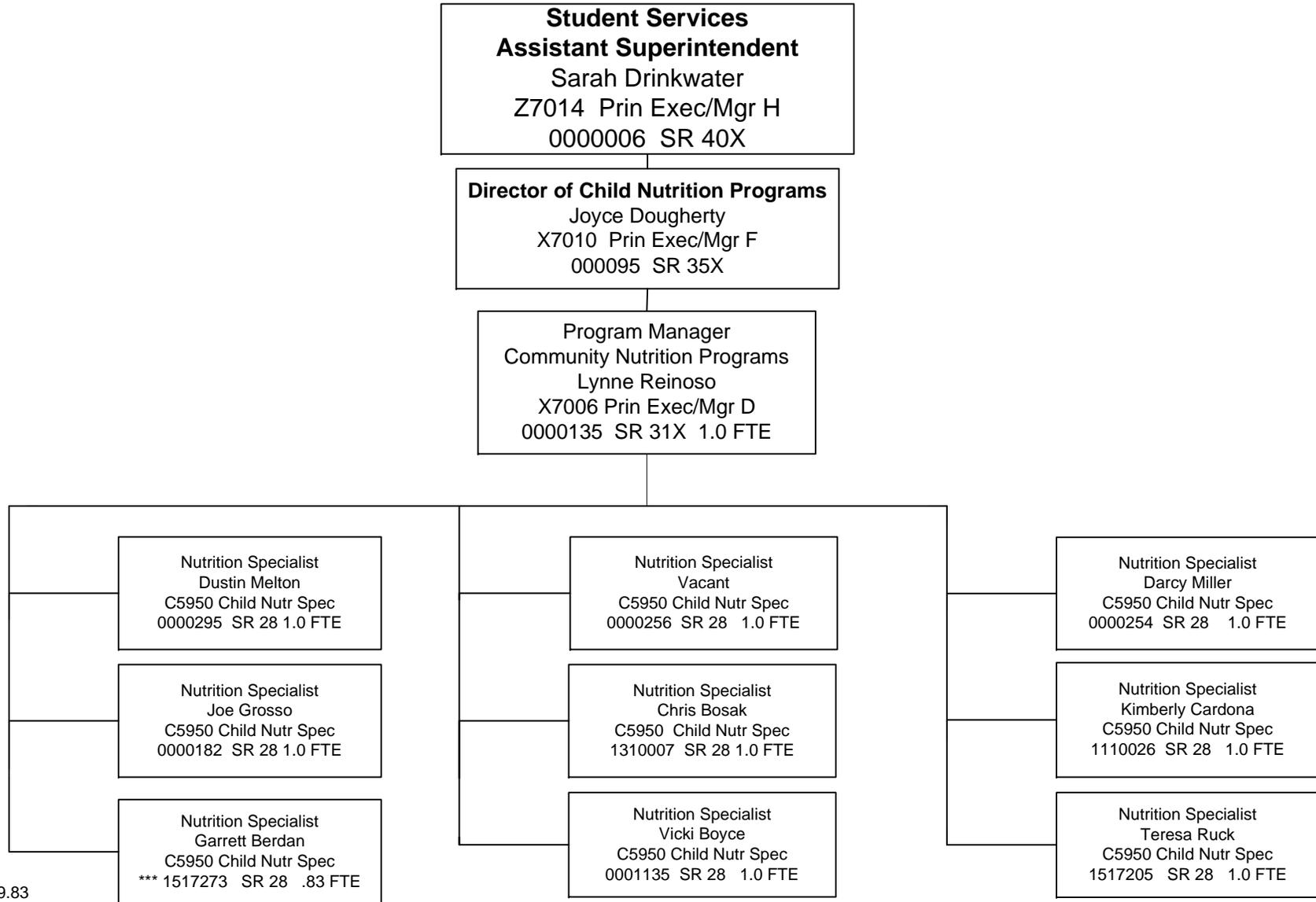
Director of Child Nutrition Programs
Joyce Dougherty
X7010 Prin Exec/Mgr F
000095 SR 35X

**Program Manager
School Nutrition Programs**
Heidi Dupuis
X7006 Prin Exec/Mgr D
0000181 SR 31X 1.0 FTE



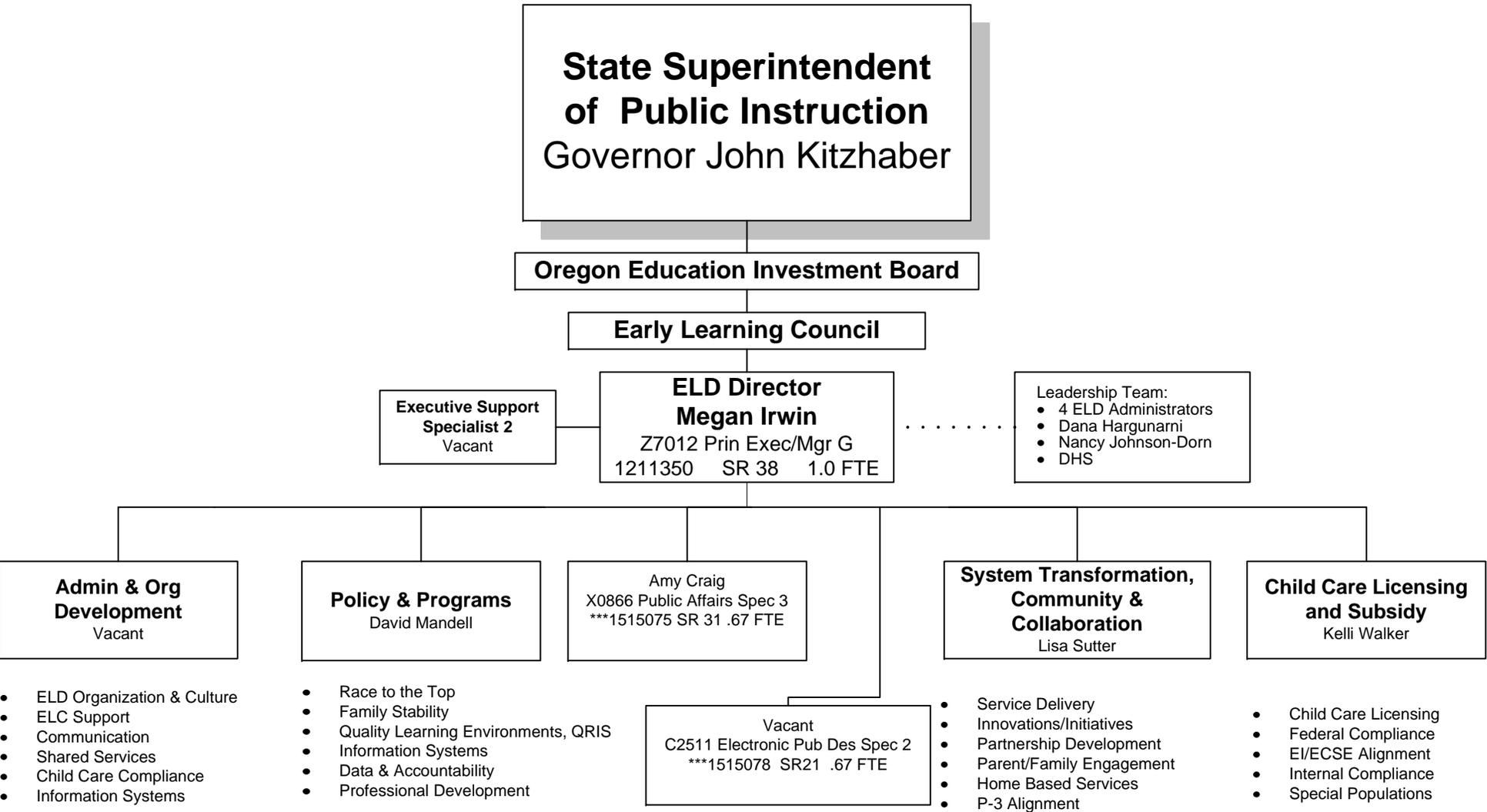
DO FTE = 13.00

**Office of Learning – Student Services
Child Nutrition Programs**



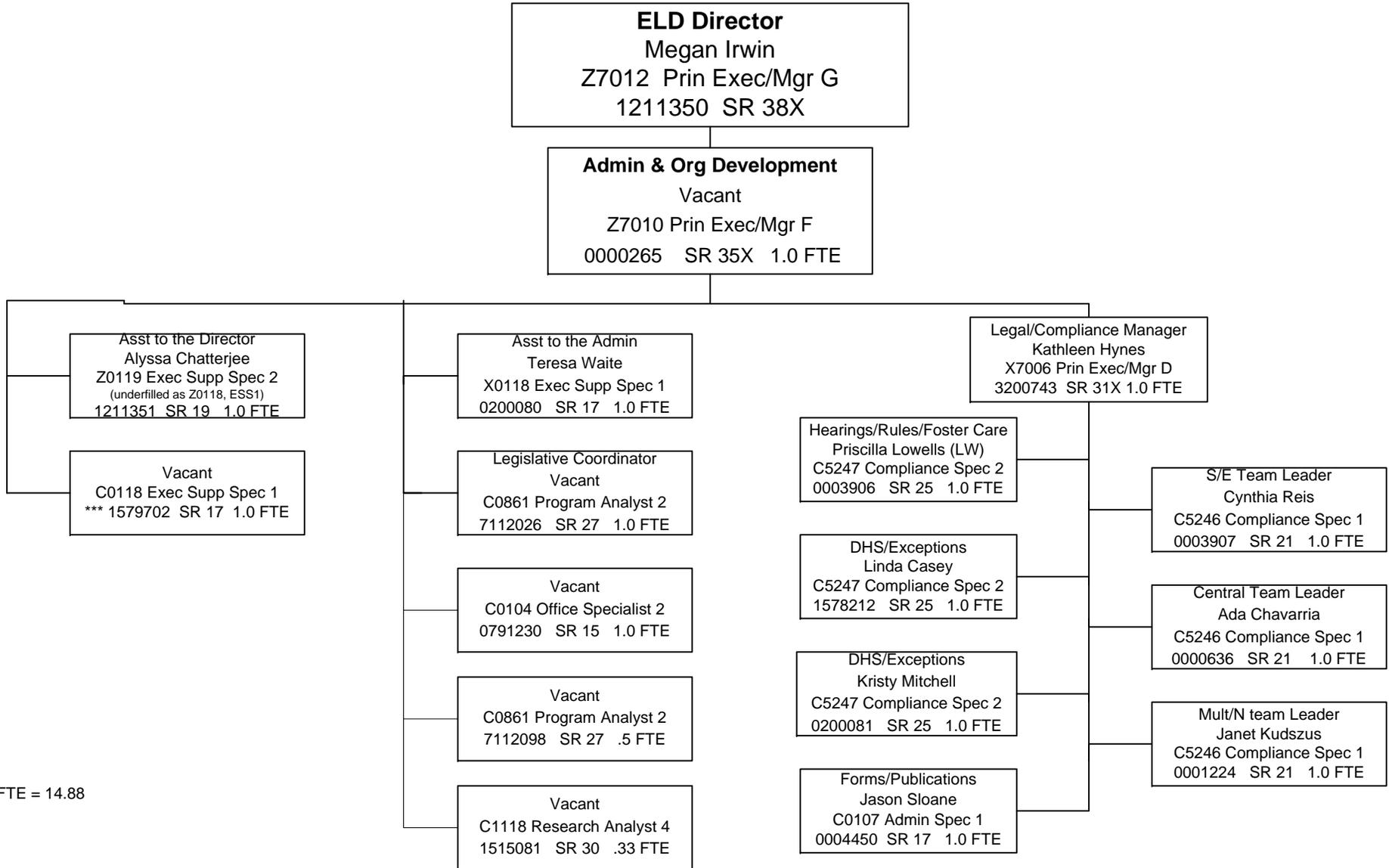
DO FTE = 9.83

OREGON DEPARTMENT OF EDUCATION
Early Learning Division



ELD FTE = 2.34

**Early Learning Division
Administration & Organizational Development**

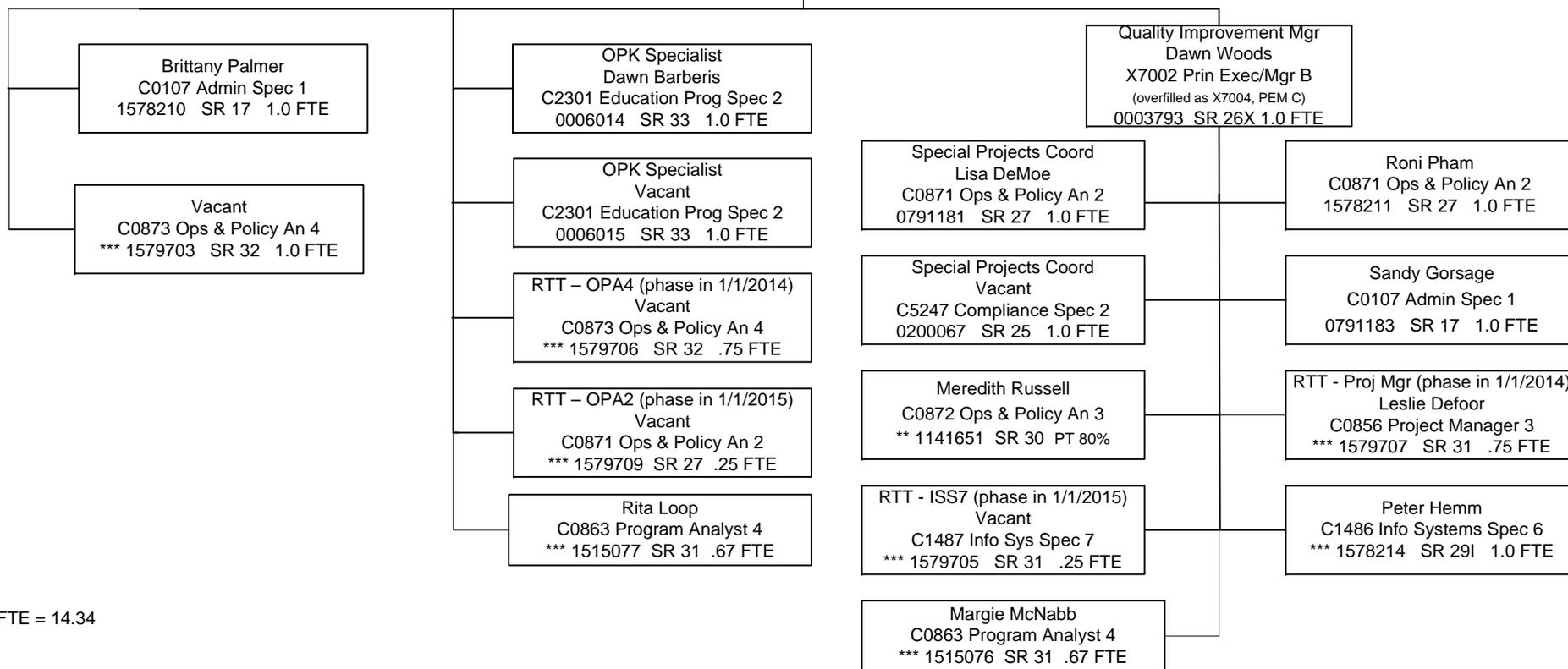


ELD FTE = 14.88

Early Learning Division Policy & Programs

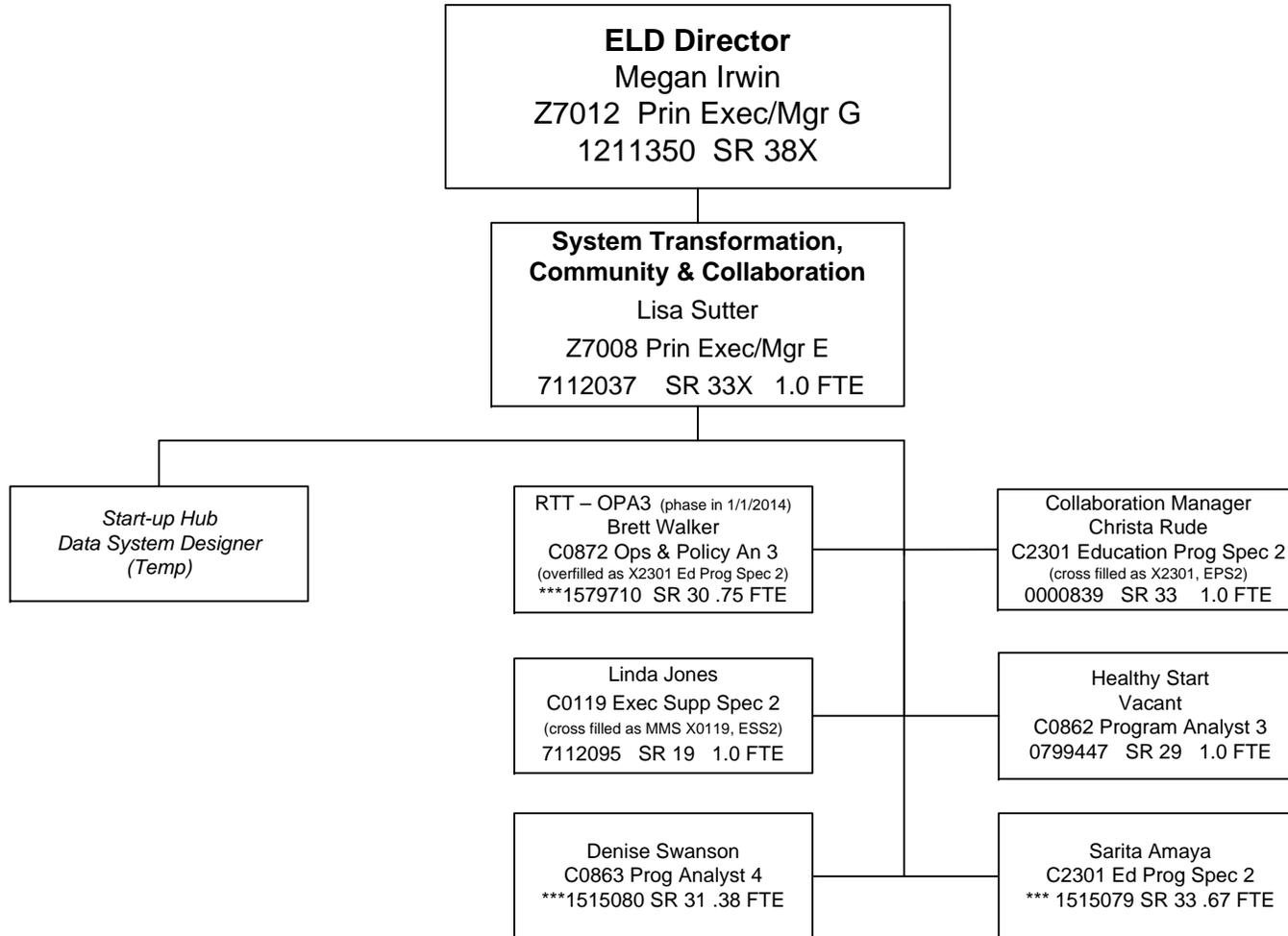
ELD Director
Megan Irwin
Z7012 Prin Exec/Mgr G
1211350 SR 38X

Policy & Programs
David Mandell
X7010 Prin Exec/Mgr F
*** 1579701 SR 35X 1.0 FTE



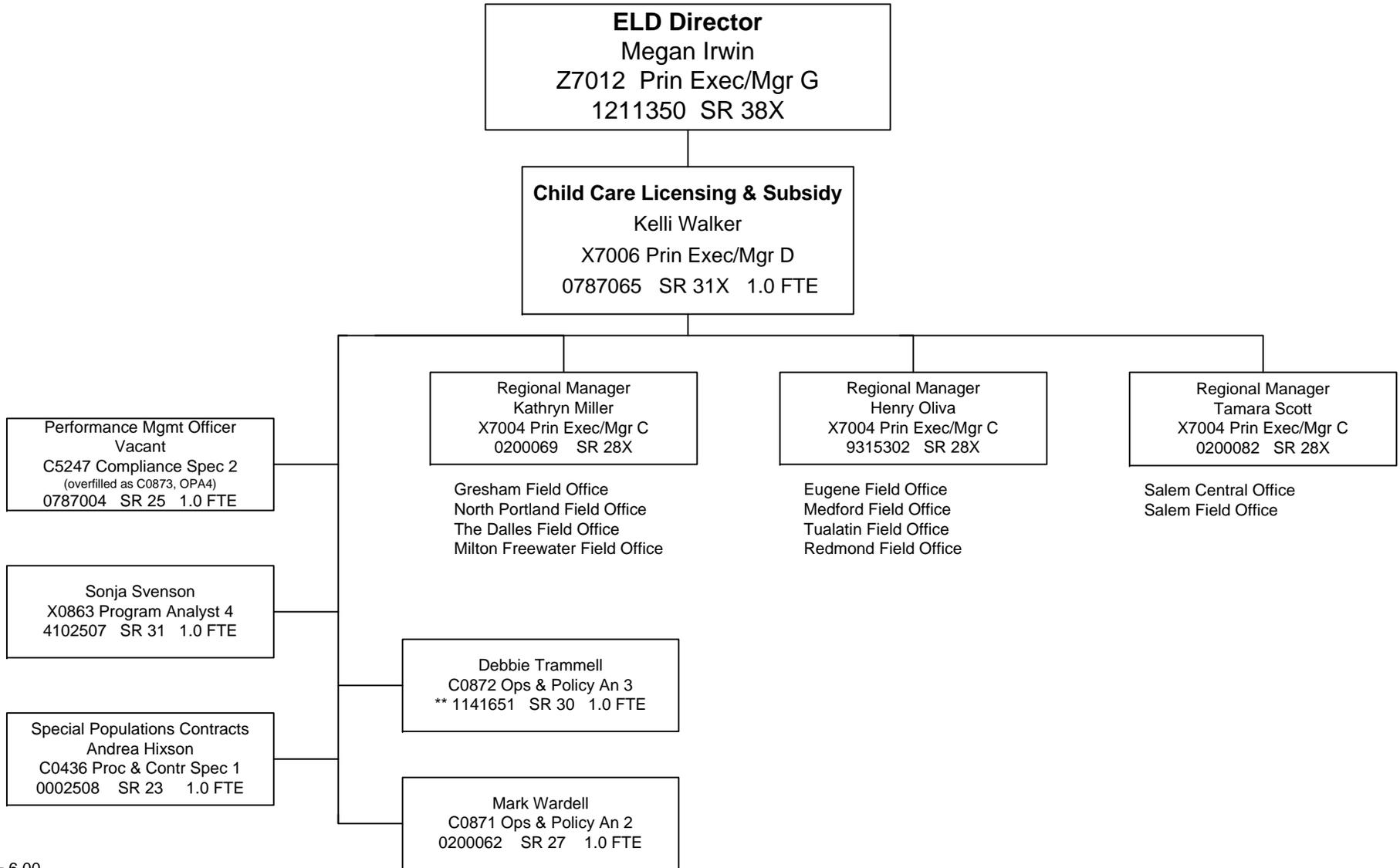
ELD FTE = 14.34

**Early Learning Division
System Transformation, Community & Collaboration**



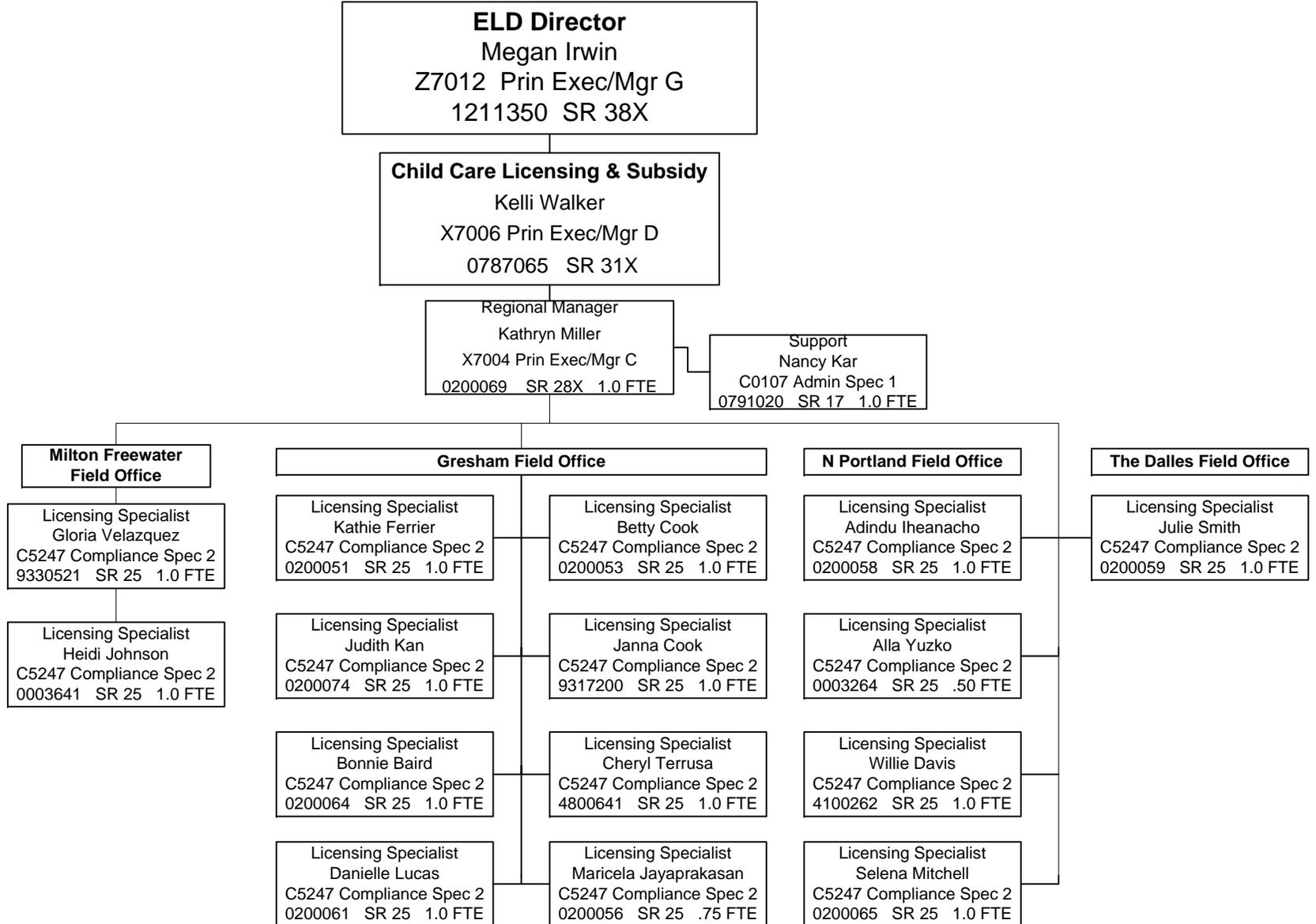
ELD FTE = 5.80

**Early Learning Division
Child Care Licensing & Subsidy**



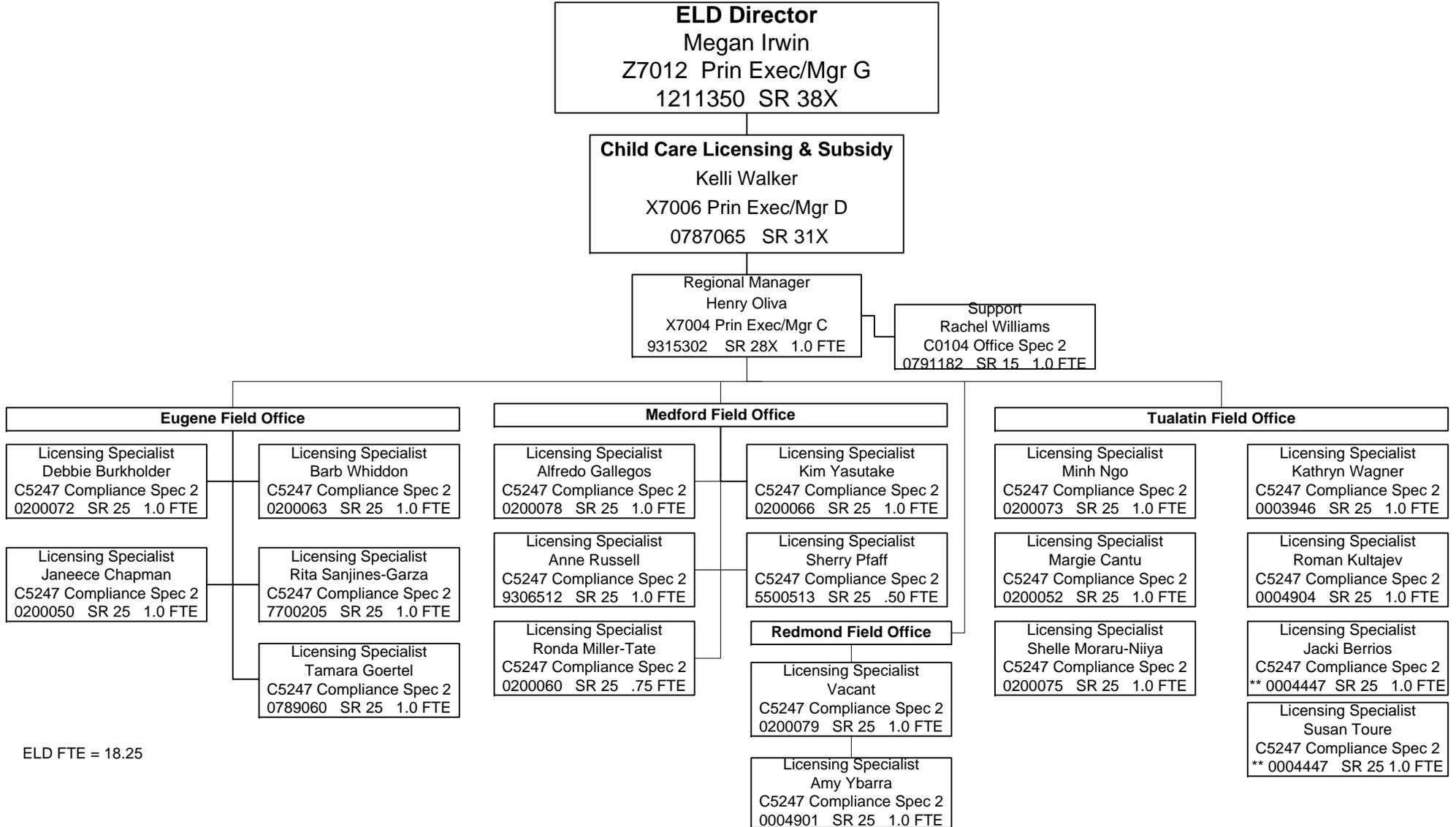
ELD FTE = 6.00

Early Learning Division North Region



ELD FTE = 15.25

**Early Learning Division
South / East Region**



ELD FTE = 18.25

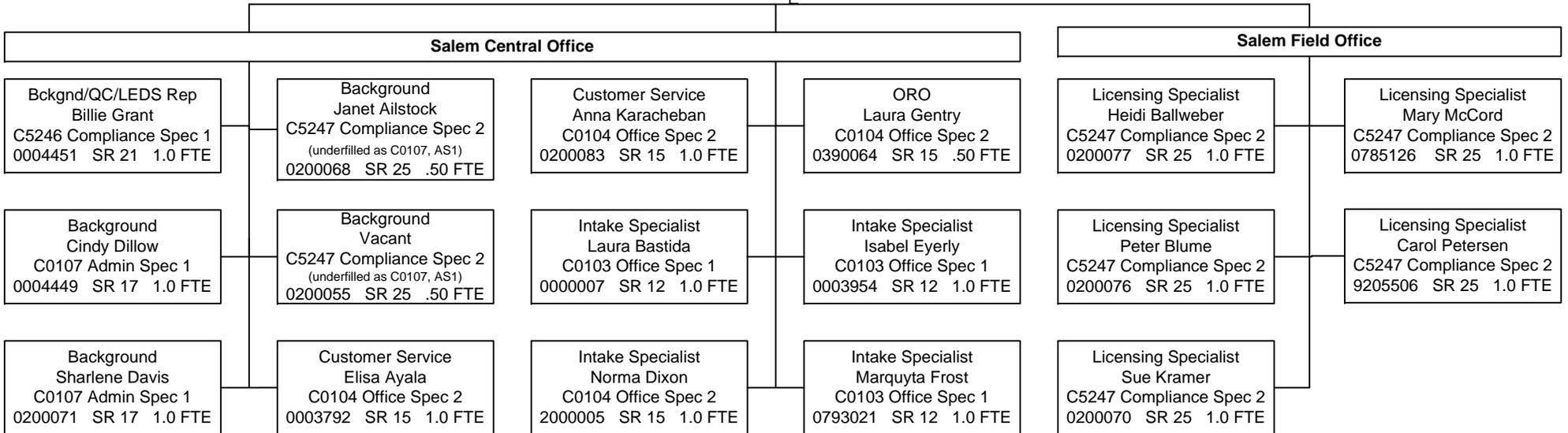
Early Learning Division Salem Region

ELD Director
Megan Irwin
Z7012 Prin Exec/Mgr G
1211350 SR 38X

Child Care Licensing & Subsidy
Kelli Walker
X7006 Prin Exec/Mgr D
0787065 SR 31X

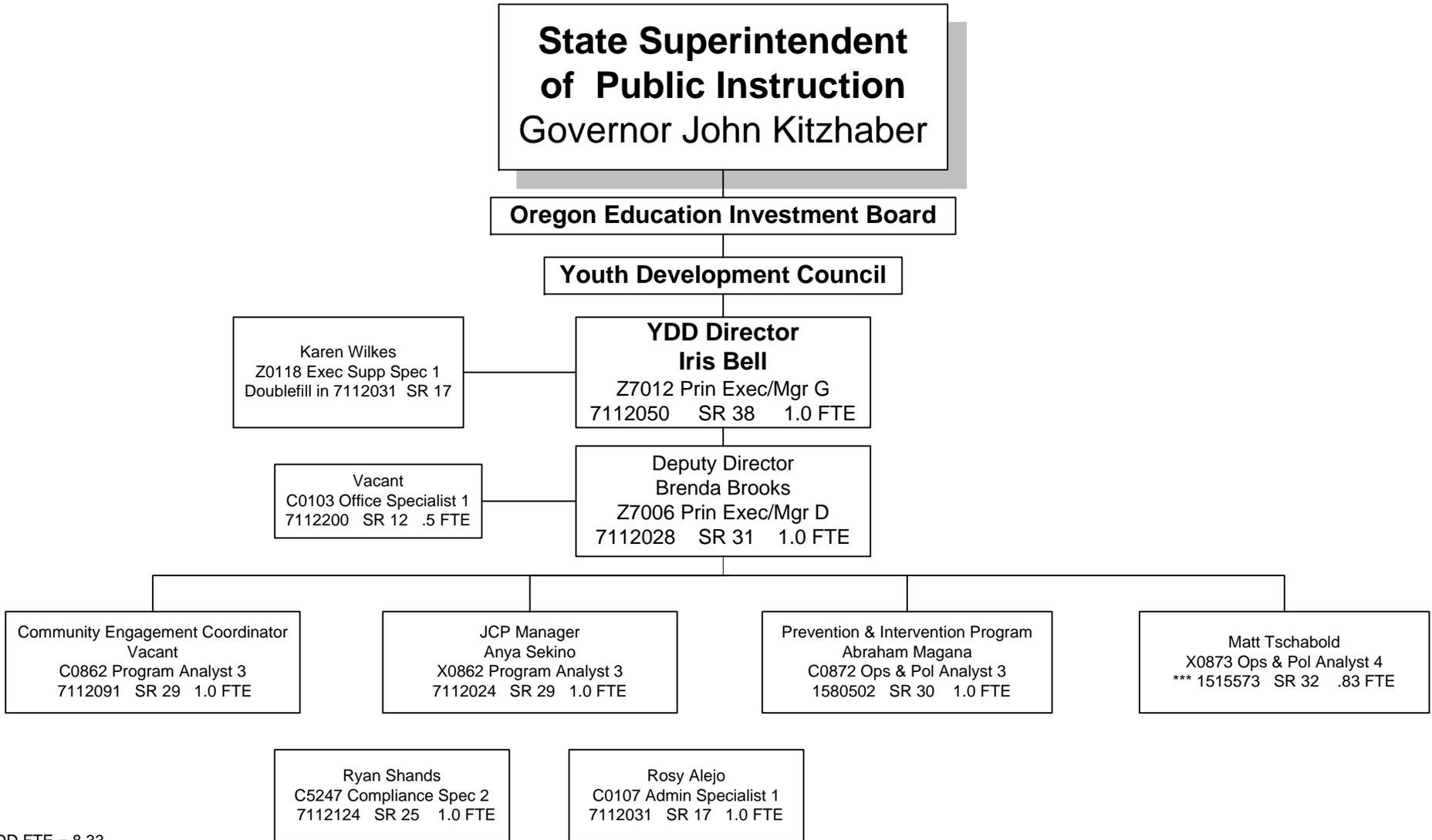
Regional Manager
Tamara Scott
X7004 Prin Exec/Mgr C
0200082 SR 28X 1.0 FTE

Support
Karen Byerley
C0104 Office Spec 2
0004452 SR 15 1.0 FTE



ELD FTE = 17.50

OREGON DEPARTMENT OF EDUCATION
Youth Development Division



YDD FTE = 8.33

DEPARTMENT OPERATIONS

The Oregon Department of Education’s (ODE) operations program includes the overall leadership responsibilities and activities of the State Board of Education, as well as the Office of the Deputy Superintendent of Public Instruction. Other offices include the Office of Learning, the Office of Finance and Administration, the Office of Information Technology, the Office of Research and Data Analysis, the Early Learning Division and the Youth Development Division. These offices are responsible for – among many other things - administration of early childhood and special education programs, the Network of Quality Teaching and Learning (NQTL) initiatives, the state’s student assessment system, numerous programs under federal education acts such as the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA), and distribution of the State School Fund to local education entities.

The activities of the offices support the department’s mission to “*foster excellence for every learner through innovation, collaboration, leadership, and service to our education partners*” and the agency’s goals described below.

ODE Strategic Plan Goals:

Key Performance Measurements

The department has several key performance measures (KPMs) that are tracked to gauge the success of various programs in the department. The Annual Performance Progress Report (APPR) can be found in the “Special Reports” section of this document.

Other Metrics:

- Internal management and accountability reports
- Audit and review findings: internal, state, and federal
- Feedback from partners and stakeholders
- Key performance measures approved by the Legislature

In 2011 Oregon’s Legislature affirmed a clear and ambitious goal for the State, known as the “40-40-20” goal, which states that by 2025, all adult Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate’s degree or a meaningful postsecondary certificate, and 40% will hold a bachelor’s degree or advanced degree. Passage of the goal into law, through Oregon Senate Bill 253, has prompted a new drive for action and change. The Oregon Legislature has recently taken the critical steps necessary to begin building back a strong system of education and support for our students ranging from early childhood through postsecondary, however there is still a noticeable gap in the level of funding required to support the programs necessary to meet the 40-40-20 goals.



OREGON DEPARTMENT OF EDUCATION

The Oregon Department of Education has a goal to provide support services and functions to local and regional school entities. We also have a goal of keeping our operational costs in the distribution of state school funds minimal. Overall, the Department's operational budgets to support new and existing divisions for ODE are currently at 2.2% of total operations.

The department's primary customers are Oregon's 197 school districts, 20 education service districts (ESDs), and over 1,200 schools as well as their students, teachers, administrators, and other staff.

ODE staff members regularly attend and contribute to meetings of the Confederation of School Administrators, the Oregon School Boards Association, and meet with representatives of the Oregon Education Association, Education Northwest, Communities of Color, PTA, Chalkboard and Stand for Children. ODE has representation on the Early Learning Commission and attends the Oregon Education Investment Board meetings. Additionally, internal work groups with stakeholder representation have been created to implement legislation. These collaborative efforts have resulted in the ability to jointly move forward in developing a unified perspective to better provide support and guidance to schools and districts, as they strive to improve student outcomes.

Based on the results of prior years' annual external customer service survey, improving customer service was identified as a priority within ODE in 2012-13. The foundational work of developing one mission statement and the creation of seven value statements were undertaken with the broad support of staff culminating in shared values. Among our seven values is service. It states "we know that excellent service to Oregon's districts, schools, parents, youth, and communities is central to our work. We commit to timely, accurate, efficient, and reliable service." To support the value and mission statements, the following actions have been taken:

- Updating the employee evaluation process so it aligns to our value statements. All staff are annually evaluated on their customer service, among other core competencies
- Developing customer service norms based on behaviors of internal staff known for their strong customer service. These customer service norms further define what excellent customer service looks like and sounds like. Expectations have been printed and provided to all ODE staff.
- Holding annual staff meeting in the summer of 2013 to introduce the norms to all staff, followed by small group breakouts to provide more in-depth training.
- Proclaiming October 2013 "Customer Service Month," during which time staff nominated their colleagues, who provide excellent internal and external customer service, for recognition. More than 100 staff were nominated.
- Continuing the annual field survey, asking ODE's external customers in the field, to rate the agency on our customer service in the following categories—accuracy, availability of information, expertise, helpfulness, and timeliness. ODE created an internal survey, aligning with the external survey, for staff to evaluate the quality of the internal customer service they receive from their peers.

Preliminary external customer service survey results are encouraging.

State Board of Education

Office of the Deputy Superintendent of Public Instruction

The Oregon Constitution - in Article VIII - established the office of the State Superintendent of Public Instruction. Prior to July 1, 2012, a separately elected Superintendent of Public Instruction, whose term was set to expire at the end of 2014, headed the agency. The elected superintendent vacated the office on June 30, 2012, thereby triggering the provisions of SB 552 (2011), which designates the Governor as superintendent, once the position became vacant for any cause. SB 552 also charges the Governor with appointing a deputy superintendent who meets minimum qualifications, as set forth in the bill. The Governor made this appointment, effective July 31, 2012. Rob S. Saxton currently serves as the Deputy Superintendent of Public Instruction and is the chief operating officer of the Department of Education. SB 552 allows the Governor to empower the deputy superintendent to perform any act or duty of the office of the superintendent, including those described in the following paragraph.

The superintendent acts as administrative officer of the State Board of Education, and executive head of the Oregon Department of Education. The position is responsible for providing statewide leadership for the benefit of the approximately 564,000 elementary and secondary students in Oregon's public school district. The responsibility also extends to public preschool programs, the state School for the Deaf, regional programs for children with disabilities, and education programs for adjudicated youth. This leadership includes the development and implementation of education policy, and oversight of appropriate implementation of legislative, executive branch, and federal government policies and procedures.

The deputy superintendent's office includes the communications unit, the Fair Dismissal Appeals Board (FDAB), internal auditing, the federal and state legislative liaison functions, employee services unit, and legal affairs coordination.

In 1951, the Legislature established the State Board of Education, which is responsible for establishing state standards and adopting rules for the general governance of public kindergartens, public elementary and secondary schools,. The board consists of seven members appointed by the Governor for up to two consecutive four-year terms. The Governor selects a member from each of the five congressional districts, and two members from the state at large. Board members are unsalaried and cannot engage in teaching, school administration, or operation, while they serve on the board.

The board sets policy through administrative rule; approves the budget of the Oregon Department of Education t; and acts as an appeals board for charter schools and district boundary decisions. The board's philosophy and goals can be found at <http://www.ode.state.or.us/search/page/?id=181>

The current State Board of Education members are Samuel Henry, Chair (3rd Congressional District); Charles R. Martinez Jr. (4th Congressional District); Angela Bowen (at large); Miranda Summer (1st Congressional District); Anthony Veliz (5th Congressional District); and Jerome Colonna (2nd Congressional District). The Board has two ex-officio members: Secretary of State Kate Brown and State Treasurer Ted Wheeler. For more information on members, go to <http://www.ode.state.or.us/search/page/?id=183>

For more detail on this office, visit: <http://www.ode.state.or.us/search/results/?id=55>

Office of Information Technology

The Office of Information Technology (OIT) supports a diverse set of customers that are geographically dispersed throughout the State of Oregon. ODE serves approximately 550,000 students, 27,000 teachers, 1,200 schools and 197 school districts through a variety of applications and data collections. In addition to our external stakeholders, OIT also provides desktop and network support services to over 500 staff located at the Public Service, Employment, State Lands and Somerville buildings in Salem and eight field offices around the state from Medford to Milton-Freewater. . OIT's primary mission is to design, develop, implement and secure accurate systems that through technology enable ODE staff and educators to foster excellence for every learner. This is accomplished through innovation, service and partnership in system development, infrastructure management, internal and external customer support, and collaboration with our school districts and education service districts.

The **Enterprise Systems** team is responsible for the design and implementation of agency-wide projects, including longitudinal data repositories within the agency and is responsible for their population and availability. This team establishes data and technology standards and best practices. It handles design, deployment and promotion of data system changes. This unit works with regional partners and other state and federal agencies to develop the architecture and design systems transferring data into and providing extracts from ODE systems and repositories. The team maintains data repositories serving critical agency functions, such as the State School Fund (SSF) , the Statewide Financial Management System (SFMS), the State Report Card, centralized Metadata, identification and definition of Institutions (schools, school districts, educational service districts, etc.) shared by the agency and Operational Data stores tracking changes to collected data. The team is responsible for scheduling "batch" jobs to process collected data and maintaining the performance and consistency of database systems.

The **Data Management** team is responsible for federal reporting, database development and maintenance, and oversight of the Statewide Longitudinal Data Systems (SLDS) maintenance and ongoing use. The primary vehicles for these data submissions are Ed Facts and the Common Core of Data. The team prepares data extracts based on federal reporting requirements, and works with data owners in the agency to ensure the compiled data are accurate and complete. Timely submissions to federal partners are made only after a formal review process for approval to release data is complete.

Support Services consists of the systems network team and the service desk team.

The **Network and Security Administration** team manages the server and network infrastructure. This team is responsible for information security and privacy in addition to network/internet connectivity, firewall management, email, file server, database servers, web servers, anti-virus server, backups, and storage, and connectivity between all ODE offices. The team also provides work with ODE development teams to support applications.

The **Service Desk** team provides:

- Phone and e-mail support (e.g., training, documentation, and systems troubleshooting) to Oregon's ESDs, school districts, and schools, for the ODE's web-based data collections/systems. These systems fulfill federal and state reporting requirements. Technology support (e.g., for computer hardware/software, tablets, VOIP phones, printers, cell phones, and copiers) to ODE employees in the Public Service, Employment, State Lands and Somerville Buildings in Salem and eight field offices statewide. This team purchases, delivers, installs, updates, and tracks hardware and software.

The **Application Development** team's primary purpose is to ensure applications developed for internal customers (e.g., Electronic Grants Management System, Budget Reporting System, and Contract Management System) are addressing local, state, and federal regulations and reporting requirements. The team ensures business applications are operating according to ODE standards and allowing customers to perform their assigned functions. Many of these internal applications interface with external agencies and affect the citizens of Oregon (e.g., teachers, students, and school bus drivers). This sub-unit also includes business analysts that develop requirements for enhancements and maintenance then guide these through the software development cycle.

For more detail on OIT, visit: [Office of Information Technology - Oregon Department of Education](#)

Office of Research and Data Analysis

This office provides research, analysis, and reports to other Department offices to support implementation of the Department's Strategic Plan. In addition, the Office of Research and Data Analysis provides analysis, in cooperation with the OEIB, for the Governor's Office and the legislature on a wide range of education issues. It also staffs the Quality Education Commission and various task forces.

The office also manages the National Assessment of Educational Progress (NAEP) reporting, often referred to as "the Nation's Report Card," which measures student achievement and reports change in performance over time. The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do, in various subject areas. Assessments are conducted periodically on representative sample student populations in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in Technology and Engineering Literacy (TEL). Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts.

This office has been tasked with establishing and maintaining a public education facility information database, to provide information on facilities serving preschool through grade 12, as well as information on any related auxiliary building and properties.

For more detail on this office, visit: <http://www.ode.state.or.us/search/page/?id=4027>

Office of Learning

The Office of Learning (OOL) was created in 2013 as part of a department-wide restructure initiated by the current deputy superintendent. This office contains the following three units: Education Equity; Instruction, Standards, Assessment, and Accountability (ISAA); and Student Services. A listing of the major components of each unit follows.

Education Equity Unit:

This unit was created in recognition of the dramatic increase in racial and cultural diversity in Oregon over the past ten years. The mission of the ODE Equity Unit is to support educational institutions and educational leaders to be reflective and self-critical about implementing culturally responsive education and practices. We support outcomes that value academic excellence for all students while maintaining high expectations, creating space to reach and every student to thrive. The unit provides focus on closing achievement and opportunity gaps for students of color and English learners while providing specific support to Oregon school districts and ESD's, community-based organizations, and post-secondary institutions.

The academic achievement gap describes the gap in educational achievement that often exists between low-income or minority students and their peers. Oregon's African American, Hispanic, and Native American students have higher dropout rates and lower graduation rates than their White or Asian peers. In addition to the academic achievement gap, there is also the opportunity gap which is the lack of opportunity that many social groups face in the common quest for educational attainment; it speaks directly to the issue of access for underserved populations across the state. We need to stay focused on our goal of preparing *all* students for high school, college, and career.

Programs in this unit that support the office's focus include Indian Education, Limited English and Immigrant Education (Title III), and Migrant Education. This unit also includes ODE's civil rights function, with staff who work closely with the regional [U.S. Department of Education Office for Civil Rights](#), [U.S. Department of Agriculture Office of Civil Rights](#) and other organizations committed to equal opportunity, nondiscrimination and respectful environments. The civil rights function offers training, technical assistance, and alternate dispute resolution opportunities for students, schools, districts, parents and interested parties regarding civil rights and equal opportunity.

Civil rights

It is a policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities or employment. The ODE works closely with the regional [U.S. Department of Education Office for Civil Rights](#), [U.S. Department of Agriculture Office of Civil Rights](#) and other organizations committed to equal opportunity, nondiscrimination and respectful environments.

Every student and participant in Oregon's K-12 public schools is served by the Education Equity Unit's Civil Rights team (CR) by virtue of his/her membership in one of nine federal and/or state protected classes. The CR assures equal educational and employment opportunity in every program, benefit or activity, which receives federal or state financial funding. The CR accomplishes this goal by providing training, technical assistance and alternative dispute resolution to students, school districts, community organizations, parents, and interested parties.

The CR participates in program audits initiated through federal or state regulations where concerns have potential to result in adverse impact for protected class populations. The CR also has responsibility to address appeals and hearings of complaints of discrimination in Oregon school districts. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction at the Oregon Department of Education, 255 Capitol Street NE, Salem, Oregon 97310; phone 503-947-5740; or fax 503-378-4772.

Closing the Achievement Gap

The racial and cultural diversity in Oregon has increased dramatically over the past ten years. This adds great richness to our classrooms and communities, and poses new challenges and opportunity for growth for our schools as they attempt to meet the needs of an increasingly culturally, racially and linguistically varied student population. The need to provide culturally responsive education and practices, which recognizes the diverse cultural characteristics of learners as assets, is a research-based approach to closing gaps for diverse student populations. Oregon's African American, Hispanic, and Native American students have higher dropout rates and lower graduation rates than their White or Asian peers. We need to keep focused on our goal of preparing *all* students for success in the K-12 system and beyond. For our students today, a high school diploma is not enough. Our students need to leave high school with the knowledge and skills to go on to career training, college, or living wage jobs. The only way we will be able to get there is, if teachers from kindergarten to high school are committed to holding high expectations for all students and supporting each and every student to achieve at high levels. Without the collective effort and voice of committed educators, parents, students, and policy makers across the state, educational equity is only a notion. All stakeholders must work together to break down barriers and deficit perspectives in an effort to create an education system that fosters the development of all students.

Indian Education

Title VII dollars support the improved academic performance of the 11,900 American Indian and Alaska Native (AI/AN) students in Oregon, by providing strategies which directly address the culturally related and academic need of AI/AN students. Federal dollars go directly to local education agencies, or LEAs, which submit [applications](#) describing the intended use of the funds. In addition to Title VII, Oregon's State Board of Education has adopted the [Oregon American Indian/Alaska Native Education State Plan](#). This plan highlights strategies for addressing the eleven goals which encompass staff development, curriculum, infusion, dropout prevention, culturally appropriate assessment, early childhood, and parental involvement.

Title VII programs are designed to address the unique education and culturally related academic needs of American Indian and Alaska Native students so these students can achieve the same state performance standards expected of all students. The Department of Education is updating contacts for Title VII programs.

Limited English and Immigrant

The primary purpose of the English Language Acquisition program is to assist English Language Learners (ELLs) to develop English language skills, succeed academically, and overcome barriers that impede their academic success.

Migrant Education

The general purpose of the Migrant Education Program (MEP) is to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP helps State Educational Agencies (SEA) and local operating agencies address the unique educational needs of migrant children to better enable these children to succeed academically.

For more detail on this office, visit: <http://www.ode.state.or.us/search/results/?id=384>

Instructions, Standards, Assessment and Accountability (ISAA) Unit: This unit has two major sub-units: **Instructions and Standards** and **Assessment and Accountability**.

The **Instruction and Standards** part of ISAA ensures all components of Oregon's public and private educational enterprise (PK-20) are interconnected to provide appropriate and personalized instructions for each student. In pursuit of this, support is provided to Oregon's districts and schools through a variety of programs and functions in the areas of *Common Core/College and Career Readiness; Educator Effectiveness; Federal Programs; Operations, Data and Planning; School Improvement; and Secondary and Post-secondary Transitions*.

A key focus of Instructions and Standards is to provide technical assistance to educators in the field. ISAA has the primary responsibility for educator effectiveness, including the newly created Network on Quality Teaching and Learning (HB 3233, 2013). The state will not meet the demanding requirements for improving student achievement, without effective teachers and leaders. Together, Oregon partners and stakeholders are developing a comprehensive educator effectiveness system, spanning the career continuum of teachers and leaders, including preparation, licensing, induction, mentoring, professional learning, and educator evaluation.

Instructions and Standards oversees a variety of federal and state grants. As a condition of accepting federal funds, the state must ensure its sub-grantees comply with a variety of requirements. Instructions and Standards staff help districts and other sub-grantees through a monitoring process that includes developing tools, collecting and reviewing assurances, reviewing and granting waivers, and designing remediation and sanctions for non-compliance. Federal and state grant programs managed by ISAA are described in more detail in the "Grant-in-Aid" section of this document.

For more detail on Instructions and Standards, visit: <http://www.ode.state.or.us/search/results/?id=384>

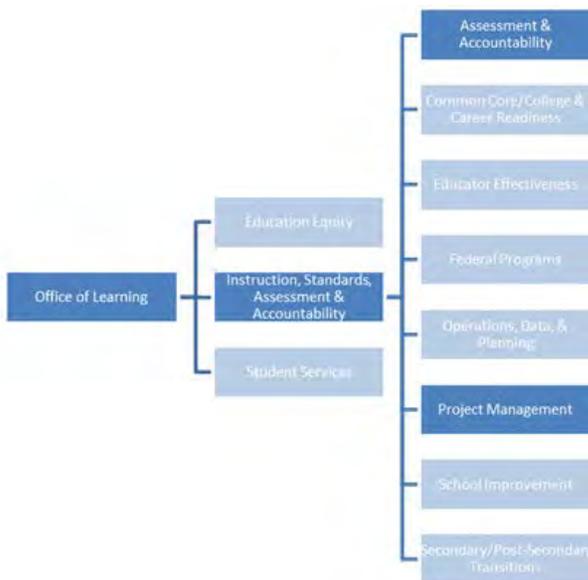
The following document addresses the primary responsibilities and functions of the **Assessment and Accountability** and **Project Management Group** sub-units of ISAA*:

Purpose of Assessments in Oregon:

OREGON DEPARTMENT OF EDUCATION

The purpose of Oregon’s statewide assessment system is to provide useful information to educators about individual student mastery of the knowledge and skills described in Oregon’s content standards. Specifically, assessment results help guide instructional program improvement at the school, district, and state level and ensure educators are effectively implementing state standards in their classrooms.

To improve student achievement in Oregon and better prepare students for life after high school, the State Board of Education adopted the new Common Core State Standards in 2010 and the Smarter Balanced assessment system in English language arts and mathematics in 2013. The Common Core State Standards is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live and have been adopted by 43 states. Smarter Balanced assessments are aligned to the Common Core State Standards and designed to measure how students are progressing toward college and career readiness.



Current state assessments are delivered to all students in public and charter schools. Implementation varies by grade and content area:

2014-15 ASSESSMENTS	REQUIRED GRADES
Smarter Balanced--English language arts	3-8, at least once in high school
Smarter Balanced—Mathematics	3-8, at least once in high school
OAKS Science	5,8, at least once in high school
OAKS Social Sciences (optional)	5,8, at least once in high school
English Language Proficiency Assessment	Kindergarten-12
Kindergarten Assessment	Kindergarten
NAEP**	4 and 8
PSAT**	10

***Oregon provides opportunities for all students in grade 10 to take the College Board PSAT, and schools are selected randomly to participate in the National Assessment of Education Progress (NAEP) every other year.*

Purpose of Assessment and Accountability Programs:

Assessment and Accountability programs in the ISAA Unit provide for the development, administration, and reporting of the statewide student assessment system that measures student performance against achievement standards. Among other things, these programs develop student assessments that meet federal guidelines, implement systems that ensure administration of assessments in a valid and reliable manner, provide guidance and training to teachers on a variety of assessment-related issues, and communicate important assessment and accountability efforts and transitions to Oregon citizens. This sub-unit of ISAA also provides the data collection mechanisms for required state and federally mandated reports, and is primarily responsible for collecting, processing, validating, and reporting data to districts, the federal government, and the citizens of Oregon.

Assessment and Accountability staff:

- Establish processes and procedures for test security;
- Provide technical support for delivery of state assessments;
- Manage printing and distribution of test materials;
- Oversee the statewide scoring of student performance assessments (establishing score sites, hiring and training raters, and providing scoring director training);
- Administer online tests and writing exams;
- Coordinate production staff in providing the administrative support needed to produce and maintain the Oregon Assessment of Knowledge and Skills (OAKS) system;
- Ensure the accurate and timely collection and reporting of data related to student enrollment and performance outcomes;
- Implement strategic communication(s) plans to inform Oregon citizens about assessment and accountability efforts statewide.

As part of these efforts, Oregon manages test vendor and Education Service District support contracts amounting to 10.8 million dollars annually. Additionally, Oregon is the lead State for ELPA 21, an 11-state consortium funded by the US Department of Education to develop a research-based, summative assessment to accurately and consistently measure English proficiency levels of English Language Learners.

For more details on Assessment and Accountability, visit <http://www.ode.state.or.us/search/results/?id=384>.

Purpose of the Project Management Group:

The Project Management Group (PMG) is part of the ISAA Unit and provides project management services to all units at the Oregon Department of Education. PMG staff are responsible for multiple projects at any given time, and provide guidance to program staff throughout the life of the project.

Project managers:

- Regularly communicate project updates and progress to all stakeholders, including project leads;

- Serve as liaisons between IT and program staff;
- Record and manage all aspects of the project plan, including the roles and responsibilities of program staff for each task in the plan;
- Conduct risk assessments and incorporate quality assurance protocols in project activities;
- Notify project leads of inadequate resources, missed or delayed deliverables, or any other material issue that puts the project at risk.

**Assessment and Accountability and the Project Management Group serve various stakeholders, including: parents, students, educators, legislators, taxpayers, advocacy groups, researchers, policy makers at the state, federal, and school district levels, federal regulators, and ODE staff.*

For more detail on Assessment and Accountability, visit: <http://www.ode.state.or.us/search/results/?id=384>

Student Services Unit: Student Services supports and monitors programs that provide direct services to diverse learners, and assists in the development of strategies to address unique learning differences. Programs include:

Child Nutrition

The nutrition programs are a collection of federally funded programs directed at providing nutritious and low-cost meals to children, as well as functionally impaired adults and seniors, in educational or care settings. Staff in this unit provide technical assistance to, and monitoring of, the programs which are described in more detail in the “Grant-in-Aid” section of this document.

The overall purpose of Child Nutrition Programs is to improve the nutritional status of all children, 0 to 18 years old, functional impaired adults, and persons age 60 and older, in educational or care settings, so they can achieve their potential in growth, development, and learning, becoming healthy and productive adults. Cash reimbursement and donated food assistance is granted under agreement with the USDA, to public and private schools, residential child care institutions, child and adult day care programs, and private non-profit organizations providing nutritious and low-cost meals.

Early Childhood Education

Student Services is responsible for administration of the Early Intervention/Early Childhood Special Education (EI/ECSE) program, which is described in more detail in the “Grant-in-Aid” section of this document. Early Intervention (EI) is a state-mandated special education program for infants and toddlers (birth to age three) with disabilities, developmental delays or conditions likely to result in a disability or developmental delay. The estimated number of infants and toddlers to receive services during 2013-15 biennium is 6,284. Early Childhood Special Education (ECSE) is a federally mandated special education program for preschoolers (age three to kindergarten eligibility) with disabilities or developmental delays. The estimated number preschoolers to receive services during 2013-15 biennium is 17,792. Services in both programs are designed to enhance the child’s development in the areas of physical development, cognitive development, communication development, social and emotional development and adaptive development. All infants and toddlers who qualify receive services.

Education Programs, Secondary Transition and Assessment

This Student Services component oversees interagency educational services, including programs serving children and youth who require unique and individualized special education and regular education programs. Staff work collaboratively with several external partners to ensure the programs provide the appropriate and necessary educational services. Programs include Youth Corrections and Juvenile Detention Education, Long-term Care and Treatment Education and Hospital Education. Other sections of this budget document describe these programs in more detail (see the “Youth Corrections Education Program” and “Grant-in-Aid” sections of this document). In addition, this unit is responsible for ensuring the appropriate statewide assessment for students with disabilities, in keeping with student performance expectations.

Special Education General Supervision

The General Supervision section manages general supervision statewide of the Individuals with Disabilities Act of 2004 (IDEA 2004). Federal mandates include provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE), appropriate evaluation, Individualized Education Program (IEP) accountability, parent and student participation in decision-making, procedural safeguards, monitoring, and technical assistance.

IDEA Compliance and District Resources

The IDEA Compliance and District Resources section administers projects focused on building statewide and district-level capacity to adopt, implement, and sustain evidence-based practices in behavior and academics. Other functions of this section include state administration, technical assistance, leadership services, IDEA grant management, complaint management system, and federally required data collection and reporting.

Oregon School for the Deaf

Student Services supports the Oregon School for the Deaf (OSD). OSD is a residential program for students who are deaf or hard of hearing. OSD offers a full range of curriculum, and provides individually designed instruction for students leading to a variety of post-high school options, including college, competitive employment and supported work. OSD is discussed in more detail in the “Special Schools” section of this document.

Regional Programs/Best Practices

In addition, this unit has oversight of regional programs, which provide services statewide to children with severe or more challenging disabilities (see the “Grant-in-Aid” section of the document).

For more detail on Student Services, visit: <http://www.ode.state.or.us/search/results/?id=384>

Office of Finance and Administration

The Office of Finance and Administration (OFA) provides fiscal and other business services for the agency, including agency-wide accounting, budgeting and analysis, facilities management, and procurement of goods and services. Additionally, OFA is responsible for managing the State School Fund - which provides a significant source of operating dollars to school districts and education service districts (ESDs) - administering the Pupil Transportation Program, and conducting fingerprinting/background checks of certain school employees.

OFA services extend to employees located in the Public Service Building, State Lands Building (Early Learning Division staff), Oregon Employment Department (Office of Child Care staff), Oregon School for the Deaf, William Lord High School at the MacLaren Youth Correctional Facility and Robert Farrell School at the Hillcrest Youth Correctional Facility (Youth Correction Education Program staff), and several field offices throughout Oregon (Office of Child Care Staff).

OFA contributes to two of the agency's Key Performance Measures (KPMs): customer service and bus safety. Additionally, OFA uses a number of internal measures to monitor the quality of its work. The workload of the office has increased significantly with the addition of new programs and divisions in 2013-15.

Employee Services Unit

Currently, the Employee Services Unit provides a wide range of traditional human resources support to the department, including employee recruitment, reference and security checks (including fingerprinting), new staff orientation, maintenance of personnel files and records, payroll, and employee performance management. In addition, it administers and facilities and office equipment procurement and maintenance, records management and archiving, mail services, employee safety (including ergonomics) and surplus. The athletic agent program, which requires any athlete agent who wants to solicit students in Oregon to obtain a permit from the ODE, is also managed by this unit.

Policy option package 109 – Deputy Superintendent's Office Reorganization – requests the move of HR functions from the OFA to the Office of Deputy Superintendent's. All functions other than HR will remain in OFA.

Financial Services Unit - Accounting Section

The Accounting Section is responsible for the accuracy and integrity of the department's financial transactions. The mission of the section is *"to effectively and efficiently manage all the functions of accounts payable, accounts receivable, cash receipts, general ledger accounting, cash management and financial reporting."* The section is governed by numerous mandates such as the Oregon Accounting Manual, Generally Accepted Accounting Principles, the Governmental Accounting Standards Board and federal regulations. Staff must have a thorough understanding of these requirements to accurately process financial transactions. The section's customers are both internal and external, including school districts, federal entities, state agencies, program staff, auditors, and other OFA units such as the Budget Section and the Procurement Services Unit. This unit is the liaison for the annual financial audits conducted by the Secretary of State's Audits Division and the liaison for the State of Oregon's Comprehensive Annual Financial Report (CAFR) compiled by the Department of Administrative Services.

The accounting structure of the ODE is complex and has multiple funding sources. The agency has over 80 federal grants (from 70 in 2011-13) and over 110 funds (from 100 in 2011-13) active at any time. The unit processes roughly 30,000 payment transactions per biennium, including 11 monthly payments each year from the State School Fund to over 200 local education agencies; requests and draws about \$1.2 billion in revenue for reimbursement of federal expenditures, and processes over 8,000 transactions in other cash receipts (from 5,000 in 2011-13). Additional functions include cash flow management, reconciliations, and year-end accruals and adjustments for the State of Oregon's CAFR and Schedule of Expenditures of Federal Awards (SEFA).

Financial Services Unit - Budget Section

This section oversees the development of and produces all versions of the agency's budget document (*i.e.*, agency request, governor's recommended, and legislatively adopted); coordinates and manages the preparation, execution, and oversight of the agency's legislatively approved budget; and compiles, analyzes and reports financial data for external and internal customers. It is the agency's liaison with the Legislative Fiscal Office and the Department of Administrative Services' Chief Financial Office. It also produces and coordinates agency presentations to the Joint Committee on Ways and Means as well as the legislative Emergency Board and Interim Joint Committee on Ways and Means.

The section makes thousands of required budget entries into the Statewide Financial Management Application (SFMA). The agency has over 1,500 index number profiles (used to capture costs of individual activities) and 160 grant profiles (due to the multiple phases of the agency's grant) that require creation and maintenance in any given biennium.

Procurement Services Unit

ODE distributes a significant share of its state and federal funding to local education providers through contracts and other agreements. The Procurement Services Unit is the centralized function for obtaining goods and services through purchasing, contracting and issuing of grants. The unit works with internal and external stakeholders to contract for and purchase goods and services in a manner that ensures transparency in the issuance of contracts/agreements and accountability in the use of public funds. The unit develops hundreds of contracts and agreements each year. This biennium at times the workload has been double to triple that of previous biennia.

A primary role for this unit is ensuring ODE's program needs are met while complying with Oregon procurement law, ensuring contracts protect the state, and offering fair treatment to the vendor community. This unit regularly interacts with the Department of Administrative Services State Procurement Office, the Oregon Department of Justice and other procurement professionals at the state and national levels.

School Finance and Pupil Transportation Unit

The School Finance Unit oversees the distribution of the State School Fund to 197 school districts and 19 ESDs in Oregon. The unit also is responsible for the biannual distribution to districts of the Common School Fund monies received from the Department of State Lands. Additionally, historically it has had responsibility for payments to districts that are supplemental to the State School Fund in its role as a major source of operating revenue for districts: the School Improvement Fund, the School Day Restoration Fund, and the federal State Fiscal Stabilization Fund.

In addition to its own data collections, the unit uses data collections from across the agency to fulfill its responsibility for calculating and posting accurate and timely payment (estimates and actuals) for each district and ESD on the ODE website. The annual collections of financial data include budget documents and audits produced by the districts. Districts provide this information in both the traditional paper and electronic formats. The School Finance Unit reviews and validates the data, which are used in the agency's on-line Database Initiative (DBI) reports, National Center for Education Statistics reports, the *Statewide Report Card*, and Chalkboard's Open Books® Project. In addition, staff reviews school district audits for compliance with federal regulations.

Staff receive and respond to numerous district, stakeholder, and other requests for information as well as corrections to and clarification of data used in the State School Fund formula. The unit's internal measures of performance include timely payments and accurate payments.

This unit also manages the Pupil Transportation Program (PTP), whose mission is to have qualified drivers transporting students in safe, well-maintained vehicles. To that end, the PTP is responsible for certifying all school bus drivers and ensuring local systems comply with safety and vehicle standards. This also includes activity drivers and vehicles.

PTP employees regularly visit school districts to evaluate pupil transportation systems, including an inspection of bus fleets, to ensure they meet Oregon minimum construction standards, and to identify any safety defects. Buses identified as unsafe are removed from service until the needed repairs occur.

As school bus drivers receive training, their local districts send the attendance roster to ODE, where employees enter the information for each driver into a database. Twice a year, districts receive reports listing each of their assigned drivers and the drivers' training, to help districts ensure they meet training requirements. The PTP trains and certifies all of the trainers school districts use locally. It also conducts safety trainings for young children, teaching them how to ride on the bus safely and how to walk to school safely.

The PTP receives many phone calls from parents, transportation officials, bus drivers and superintendents, who often have concerns, need information or require help regarding the administrative rules and perceived violations.

Finally, this unit is responsible for conducting criminal background checks for all school district volunteers and for pre-employment screening through the Law Enforcement Data System (LEDS) system; for processing and overseeing the fingerprinting of classified school staff in the state; and for administering the athletic agent program, which requires any athlete agent who wants to solicit students in Oregon to obtain a permit from the ODE.

For more detail on OFA, visit: <http://www.ode.state.or.us/search/results/?id=150>

OREGON DEPARTMENT OF EDUCATION

The Oregon Department of Education is subject to the provisions of HB 2020 (2011) and HB 4131 (2012), which require agencies that employ more than 100 budgeted positions and have a ratio of less than 11 to 1 of non-supervisory budgeted positions to supervisory budgeted positions, to increase their ratio by one prior to October 31 of each year until a ratio of 11 to 1 is attained.

The ratio of non-supervisory budgeted positions to supervisory budgeted positions at the ODE was determined to be 6 to 1 on April 11, 2012. Under the provisions of HB 4131, the agency will need to attain a ratio of 9 to 1 by October 31, 2014, and 10 to 1 by October 31, 2015..

To meet the October 31, 2014 target of 9 to 1, various actions have been taken. These actions include a review of all management and executive service positions to ensure the supervisory status of each position was coded correctly, reclassifying a vacant management service supervisory position to utilize it as a classified SEIU- represented position, and abolishing a management service supervisory position.

The department will continue to make progress in meeting the staffing ratios required in HB 2020 (2011) and HB 4131 (2012) in the coming year. All vacant supervisory positions will continue to be reviewed prior to recruitment for possible repurposing or abolishment in our effort to increase the non-supervisory budgeted positions to supervisory budgeted positions ratio.

See letter dated August 7, 2014 from the Department of Administrative Services Chief Human Resource Office certifying that the Department of Education is in compliance for the reporting period ending October 31, 2014 in the Special Reports section of this document.

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-100-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Other Funds						
Business Lic and Fees	468,730	509,791	509,791	509,791	509,791	-
Charges for Services	1,908,858	2,353,840	2,353,840	1,947,146	1,947,146	-
Admin and Service Charges	-	55,915	55,915	55,915	55,915	-
General Fund Obligation Bonds	-	-	-	-	10,220,000	-
Interest Income	16,466	19,000	19,000	19,000	19,000	-
Sales Income	4,253	-	-	-	-	-
Donations	450,000	878,024	878,024	17,500	17,500	-
Other Revenues	893,389	11,164,276	11,543,913	13,963,670	13,963,670	-
Transfer In - Indirect Cost	5,937,214	6,391,672	6,391,672	6,979,267	6,979,267	-
Transfer In Other	-	3,711,319	3,711,319	4,333,655	4,333,655	-
Transfer from General Fund	1,584,000	3,466,250	3,466,250	3,466,250	3,466,250	-
Tsfr From Human Svcs, Dept of	10,906	-	-	-	-	-
Tsfr From Governor, Office of the	54,321	-	-	-	-	-
Tsfr From Employment Dept	44,007	-	-	-	-	-
Tsfr From HECC	-	-	-	721,000	721,000	-
Tsfr From Comm Coll/Wkfr Dev	700,000	700,000	700,000	-	-	-
Tsfr From Transportation, Dept	67,174	92,987	92,987	133,900	133,900	-
Tsfr To Oregon Health Authority	-	-	(4,200)	-	-	-
Tsfr To Health Lic Agency	(6,700)	(8,400)	(4,200)	-	-	-
Total Other Funds	\$12,132,618	\$29,334,674	\$29,714,311	\$32,147,094	\$42,367,094	-
Federal Funds						
Federal Funds	57,371,368	78,463,553	81,653,905	82,040,563	84,643,016	-
Transfer Out - Indirect Cost	(5,937,214)	(6,391,672)	(6,391,672)	(6,979,267)	(6,979,267)	-
Total Federal Funds	\$51,434,154	\$72,071,881	\$75,262,233	\$75,061,296	\$77,663,749	-

____ Agency Request
2015-17 Biennium

____ Governor's Budget
Page _____

____ Legislatively Adopted
Detail of LF, OF, and FF Revenues - BPR012

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-100-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Nonlimited Other Funds						
Business Lic and Fees	93,314	-	-	-	-	-
Charges for Services	2,123,773	4,870,056	4,870,056	-	-	-
Interest Income	26,180	1,000	1,000	1,000	1,000	-
Other Revenues	11,095	3,983	3,983	2,704,452	2,704,452	-
Total Nonlimited Other Funds	\$2,254,362	\$4,875,039	\$4,875,039	\$2,705,452	\$2,705,452	-

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Department Operations

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Business Licenses and Fees - Private School Licensing	Other	205	463,765	509,791				
OCC Licensing & Registration Fees	Other	205			1,033,702	509,791	509,791	
Business Licenses and Fees - Other	Other	205	4,965		-			
Textbook Review Fees	Other	410	351,328	142,064	301,530	286,454	286,454	
Athlete Agents			11,720	618,640	29,400	27,930	27,930	
LEDS & Fingerprinting Fees			1,360,006	646,028	91,232	86,670	86,670	
	Other	410		547,108	1,452,230	1,366,042	1,366,042	
Other Charges for Services	Other	410	185,804	400,000	189,526	180,050	180,050	
Admin and Service Charges	Other	415		55,915		55,915	55,915	
Fines & Forfeitures	Other	505			185,468			
General Fund Obligation Bonds	Other	555		-			10,220,000	
Interest Earnings	Other	605	16,466	19,000	69,326	19,000	19,000	
Sales Income - Publications, Conference Fees, & Copier Charges	Other	705	4,253		18,312			
Donations and Contributions	Other	905	450,000	878,024	1,000	17,500	17,500	
Child Care Tax Credit	Other	905			1,964,138			
Grants (non-federal)	Other	910			546,488			
Other Revenues - Misc	Other	975	893,389	11,164,276	2,272,986	13,963,670	13,963,670	
Transfer In - Intrafund	Other	1010						
Indirect Cost Recovery	Other	1020	5,937,214	6,391,672	6,409,435	6,979,267	6,979,267	
Transfer In - Other	Other	1050		3,711,319		4,333,655	4,333,655	
State School Fund for Youth Corrections Ed. -JDEP & YCEP	Other	1060	1,584,000					
Transfer from SSF - OR Virtual School District	Other	1060		3,466,250	1,600,000	3,466,250	3,466,250	
Transfer from GF (NQTL)	Other	1060			16,500,000			
Transfer from Human Svcs, Dept of	Other	1100	10,906		1,121,750			
Transfer from Oregon Health Authority	Other	1443			1,980,682			
Transfer from Employment Dept.	Other	1471	44,007		1,278,318			

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Department Operations

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Transfer in from HECC	Other	1525			8,782	721,000	721,000	
Transfer from Education	Other	1581						
CCWD - Perkins Matching Funds	Other	1586	700,000	700,000	700,000			
ODOT Mobile Safety	Other	1730	67,174	92,987	58,738	133,900	133,900	
Other Misc. Revenues	Other		518,480					
Transfer to Health Licensing Agency	Other	2831	(6,700)	(8,400)	(4,200)			
Other Funds Total			12,596,777	29,334,674	37,808,843	32,147,094	42,367,094	-
Tuition Protection Fund	Other - NL	205	93,314		133,460	1,000	1,000	
Commodity Distribution Reimb.-School Lunch Revolving N/L	Other - NL	410	4,955,158	4,870,056	6,977,138			
Interest Earnings	Other - NL	605	27,393	1,000	27,148			
Other Revenues	Other - NL	975	11,215	3,983	468	2,704,452	2,704,452	
Other Funds Non-Limited Total			5,087,080	4,875,039	7,138,214	2,705,452	2,705,452	-
Nutrition, CACFP Admin	Federal	995	792,651	990,814	831,574	914,731	914,731	
Nutrition, Summer Food Service	Federal	995	260,234	325,293	269,084	295,992	295,992	
Nutrition, State Administration	Federal	995	5,358,643	6,232,451	10,544,474	11,598,921	11,793,921	
Team Nutrition (Limited)	Federal	995	7,972		12,000	13,200	13,200	
Nutrition, Fresh Fruit & Veggies	Federal	995	104,088		58,428	64,271	64,271	
ESEA Title IA-Grants to LEAs	Federal	995	3,712,065	3,188,962	4,146,506	4,561,157	4,561,157	
ESEA Title IC-Migrant Education	Federal	995	2,653,738	3,492,876	1,931,776	2,124,954	2,124,954	
ESEA Title ID Neglected & Delinquent	Federal	995	23,964	22,830	21,860	24,046	24,046	
Individuals with Disabilities Act (IDEA) Part B	Federal	995	14,698,867	13,429,781	11,542,172	12,696,389	12,696,389	
ESEA Title III Career and Tech Ed State Grants (Perkins / Voc Rehab)	Federal	995	4,286,482	3,852,593	3,235,274	3,558,801	3,558,801	
IDEA, Sect 619 Special Ed. Preschool Grants	Federal	995	440,096	931,234	380,906	418,997	418,997	
IDEA, Part C Special Ed. Grants for Infants & Families	Federal	995	405,136	694,427	354,718	390,190	390,190	
ESEA Title IV Safe & Drug Free Schools	Federal	995	128,608		-	-	-	

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Department Operations

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
ESEA Title X -McKinney-Vento Homeless Education Program	Federal	995	398,560	337,183	371,656	408,822	408,822	
ESEA Title IB -Even Start Literacy State Program	Federal	995	18,484		-	-	-	
ESEA Title VB - Public Charter Schools	Federal	995	62,416		-	-	-	
21st Century Community Learning Centers (After School Learning Ctrs)	Federal	995	1,029,095		1,025,764	1,128,340	1,128,340	
Education Technology State Grants	Federal	995	26,294		-	-	-	
Program Improvement for Children with Disabilities	Federal	995	872,877	984,751	782,470	860,717	860,717	
ESEA Title VI Rural & Low Income Schools Program	Federal	995	79,995	122,384	156,466	172,113	172,113	
English Language Acquisition State Grants	Federal	995	749,585	766,818	682,228	750,451	750,451	
Title IIB Math & Science Partnership	Federal	995	94,793		256,230	281,853	281,853	
ESEA Title IIA Teacher and Principal Training State Grants	Federal	995	1,258,837	2,058,874	1,841,694	2,025,863	2,025,863	
ESEA Enhanced Assessment Grants	Federal	995	36,991		3,350,728	3,685,801	3,685,801	
ESEA Title VIA - State Assessments	Federal	995	10,953,350	11,400,000	8,766,086	9,642,695	9,642,695	
Statewide Longitudinal Data Project Grant	Federal	995	7,640,868	5,227,382	5,355,866	5,891,453	5,891,453	
Head Start Collaboration	Federal	995	154,986	260,000	247,088	271,797	271,797	
Coordinated School Health Programs (HIV/AIDS, TBI)	Federal	995	378,975		26,568	29,225	29,225	
Learn and Serve America	Federal	995	27,612		-	-	-	
Veterans Administration Contract	Federal	995	349,721	344,080	-	-	-	
ESEA Safe & Supportive Schools	Federal	995			36,594	40,253	40,253	
NCES-NAEP Coordinator Contract	Federal	995	302,126	151,165	317,752	349,527	349,527	
American Recovery and Reinvestment Act	Federal	995	1,711,163		85,836	94,420	94,420	
Child Care Development Funds (OCC)	Federal	995		16,903,514	94,062,242	4,368,581	6,776,034	

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Department Operations

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Race to the Top	Federal	995			50,914,846	7,838,723	7,838,723	
Juvenile Crime Prevention	Federal	995			1,056,522	1,162,174	1,162,174	
Other Federal Programs	Federal	995	856,329	6,746,142		6,376,107	6,376,107	
Transfers Out - Indirect	Federal	2020	(5,937,214)	(6,391,672)	(6,409,435)	(6,979,267)	(6,979,267)	
Federal Funds Total			53,938,387	72,071,881	196,255,973	75,061,296	77,663,749	-
GRAND TOTAL			71,622,244	106,281,594	241,203,030	109,913,842	122,736,295	0

DEPARTMENT OPERATIONS

Essential Package 010

010 Non-PICS Personal Services / Vacancy Factor

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to project budget savings reasonably expected from staff turnover during the 2015-17 biennium, and to adjust certain personal services costs not generated by the Position Information Control System (PICS) for inflation. Non-PICS personal services items include mass transit taxes, unemployment assessments, overtime, temporaries, and shift differentials.

How Achieved:

The package makes adjustments in the agency's vacancy savings using historical data, and increases non-PICS generated accounts in the base budget using a 3.0% inflation factor per the 2015-17 budget instructions.

Staffing Impact:

None.

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services	\$125,152	\$10,851	(\$159,601)	(\$23,598)
Services & Supplies				
Capital Outlay				
Special Payments				
Total Request	\$125,152	\$10,851	(\$159,601)	(\$23,598)

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 010 - Non-PICS Psnl Svc / Vacancy Factor

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	125,152	-	-	-	-	-	125,152
Federal Funds	-	-	-	31,320	-	-	31,320
Transfer In - Intrafund	-	-	-	-	-	-	-
Total Revenues	\$125,152	-	-	\$31,320	-	-	\$156,472
Transfers Out							
Tsfr To Criminal Justice Comm	-	-	-	-	-	-	-
Total Transfers Out	-	-	-	-	-	-	-
Personal Services							
Temporary Appointments	19,051	-	8,050	376	-	-	27,477
Overtime Payments	-	-	-	-	-	-	-
Shift Differential	-	-	-	-	-	-	-
All Other Differential	-	-	-	-	-	-	-
Public Employees' Retire Cont	-	-	-	-	-	-	-
Pension Obligation Bond	115,225	-	49,241	39,427	-	-	203,893
Social Security Taxes	1,457	-	616	29	-	-	2,102
Unemployment Assessments	1,785	-	623	992	-	-	3,400
Other OPE	1,624	-	9,000	-	-	-	10,624
Vacancy Savings	(13,990)	-	(56,679)	(200,425)	-	-	(271,094)
Total Personal Services	\$125,152	-	\$10,851	(\$159,601)	-	-	(\$23,598)

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 010 - Non-PICS Psnl Svc / Vacancy Factor

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Capital Outlay							
Office Furniture and Fixtures	-	-	-	-	-	-	-
Total Capital Outlay	-	-	-	-	-	-	-
Total Expenditures							
Total Expenditures	125,152	-	10,851	(159,601)	-	-	(23,598)
Total Expenditures	\$125,152	-	\$10,851	(\$159,601)	-	-	(\$23,598)
Ending Balance							
Ending Balance	-	-	(10,851)	190,921	-	-	180,070
Total Ending Balance	-	-	(\$10,851)	\$190,921	-	-	\$180,070

OREGON DEPARTMENT OF EDUCATION

DEPARTMENT OPERATIONS

Essential Package 021

021 Phase-In

2015-17 Fiscal Impact

Purpose:

In general, the purpose of the 021 package is to reflect budget adjustments to programs expected to phase-in fully during the next biennium. Typically, phased-in programs are those funded fewer than 24 months in one biennium, and needing to be funded for a full 24 months in the next biennium.

How Achieved:

This package phases in the following:

- \$4,532,000 General Fund for Other Services & Supplies related to the Smarter Balanced Assessment, which was funded for one year in base (HB 5201, Section 60, 2014); and,
- \$195,244 General Fund for the Youth Development Division operations to support Personal Services, in part, for the Youth and Innovation Grant Fund. One year of funding was approved in HB 5201 (2014), Section 60.

Staffing Impact:

None.

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services	\$195,244			\$195,244
Services & Supplies*	4,532,000			4,532,000
Special Payments				
Total Request	\$4,727,244	\$0	\$0	\$4,727,244

This package is approved as modified in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 021 - Phase-in

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	4,727,244	-	-	-	-	-	4,727,244
Total Revenues	\$4,727,244	-	-	-	-	-	\$4,727,244
Personal Services							
Temporary Appointments	180,364	-	-	-	-	-	180,364
Social Security Taxes	13,798	-	-	-	-	-	13,798
Mass Transit Tax	1,082	-	-	-	-	-	1,082
Total Personal Services	\$195,244	-	-	-	-	-	\$195,244
Services & Supplies							
Other Services and Supplies	4,532,000	-	-	-	-	-	4,532,000
Total Services & Supplies	\$4,532,000	-	-	-	-	-	\$4,532,000
Total Expenditures							
Total Expenditures	4,727,244	-	-	-	-	-	4,727,244
Total Expenditures	\$4,727,244	-	-	-	-	-	\$4,727,244
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

DEPARTMENT OPERATIONS

Essential Package 022

022 Phase-out Program & One-Time Costs

2015-17 Fiscal Impact

Purpose:

In general, the purpose of the 022 package is to reflect budget adjustments for programs expected to phase-out in the next biennium (e.g., eliminated programs, pilot programs, and other one-time costs).

How Achieved:

This package removes one time expenditures from the 2015-17 base budget as follows:

- \$10,000 General Fund for Capital Outlay from SB 540 (2013);
- \$700,000 General Fund from Professional Services for SLDS business case preparation from HB 5518 (2013);
- \$18,750 General Fund Office Expenses from SB 739 (2013) for Oregon Studies; and,
- \$70,000 Other Funds for Office Expenses from HB 5008 (2013) from the one-time funding of Network of Quality of Teaching and Learning Fund.

Staffing Impact:

None.

Fund Source:	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies	(\$718,750)	(\$70,000)		(\$788,750)
Capital Outlay	(10,000)			(10,000)
Special Payments				
Total Request	(\$728,750)	(\$70,000)	\$0	(\$798,750)

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 022 - Phase-out Pgm & One-time Costs

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	(728,750)	-	-	-	-	-	(728,750)
Total Revenues	(\$728,750)	-	-	-	-	-	(\$728,750)
Services & Supplies							
Office Expenses	(18,750)	-	(70,000)	-	-	-	(88,750)
Professional Services	(700,000)	-	-	-	-	-	(700,000)
IT Expendable Property	-	-	-	-	-	-	-
Total Services & Supplies	(\$718,750)	-	(\$70,000)	-	-	-	(\$788,750)
Capital Outlay							
Data Processing Hardware	(10,000)	-	-	-	-	-	(10,000)
Total Capital Outlay	(\$10,000)	-	-	-	-	-	(\$10,000)
Total Expenditures							
Total Expenditures	(728,750)	-	(70,000)	-	-	-	(798,750)
Total Expenditures	(\$728,750)	-	(\$70,000)	-	-	-	(\$798,750)
Ending Balance							
Ending Balance	-	-	70,000	-	-	-	70,000
Total Ending Balance	-	-	\$70,000	-	-	-	\$70,000

OREGON DEPARTMENT OF EDUCATION

DEPARTMENT OPERATIONS

Essential Package 031

031 Standard Inflation & Price List Adjustments

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to fund expenditure increases due to inflation. The approved biennial inflation factor for 2015-17 is 3.0% for all programs except Attorney General Fees, Facilities Rent, and State Government Service Charges. Uniform rent increases by 4.4% with approval of the agency's CFO analyst. The hourly rate for Attorney General costs increase by 19.2%.

State Government Service Charges increased by an overall 85.51% due to new methodology by the Department of Administrative Services in charging agencies for the State Data Center assessment.

How Achieved:

The package funds estimated cost increases due to inflation.

Staffing Impact:

None.

Fund Source:	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies	\$2,840,304	\$555,391	\$1,047,265	\$4,442,960
Capital Outlay	3,050	115	7,052	10,217
Special Payments	60,000		65,086	125,086
Total Request	\$2,903,354	\$555,506	\$1,119,403	\$4,578,263

This package is approved as modified in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	2,903,354	-	-	-	-	-	2,903,354
Federal Funds	-	-	-	830,886	-	-	830,886
Total Revenues	\$2,903,354	-	-	\$830,886	-	-	\$3,734,240
Services & Supplies							
Instate Travel	11,496	-	7,562	40,531	-	-	59,589
Out of State Travel	5,209	-	3,320	13,414	-	-	21,943
Employee Training	3,014	-	5,480	9,030	-	-	17,524
Office Expenses	20,538	-	8,323	36,354	-	-	65,215
Telecommunications	3,949	-	1,420	10,448	-	-	15,817
State Gov. Service Charges	2,341,102	-	123,972	-	-	-	2,465,074
Data Processing	2,236	-	297	6,703	-	-	9,236
Publicity and Publications	1,142	-	203	797	-	-	2,142
Professional Services	217,279	-	121,962	699,812	-	-	1,039,053
IT Professional Services	10,449	-	4,881	20,904	-	-	36,234
Attorney General	56,623	-	65,349	13,339	-	-	135,311
Employee Recruitment and Develop	1,771	-	399	270	-	-	2,440
Dues and Subscriptions	11,019	-	774	17,192	-	-	28,985
Facilities Rental and Taxes	61,051	-	47,698	11,254	-	-	120,003
Fuels and Utilities	71	-	63	853	-	-	987
Facilities Maintenance	126	-	117	1,269	-	-	1,512
Medical Services and Supplies	3	-	-	-	-	-	3
Agency Program Related S and S	65,581	-	129,125	66,826	-	-	261,532
Other Services and Supplies	17,047	-	25,108	76,198	-	-	118,353
Expendable Prop 250 - 5000	3,474	-	273	3,958	-	-	7,705

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Services & Supplies							
IT Expendable Property	7,124	-	9,065	18,113	-	-	34,302
Total Services & Supplies	\$2,840,304	-	\$555,391	\$1,047,265	-	-	\$4,442,960
Capital Outlay							
Office Furniture and Fixtures	-	-	-	-	-	-	-
Telecommunications Equipment	398	-	105	127	-	-	630
Technical Equipment	-	-	-	-	-	-	-
Data Processing Software	2,613	-	-	-	-	-	2,613
Data Processing Hardware	39	-	10	6,925	-	-	6,974
Total Capital Outlay	\$3,050	-	\$115	\$7,052	-	-	\$10,217
Special Payments							
Dist to Other Gov Unit	-	-	-	-	-	-	-
Dist to Non-Gov Units	-	-	-	3,276	-	-	3,276
Dist to Local School Districts	60,000	-	-	-	-	-	60,000
Dist to Comm College Districts	-	-	-	1,445	-	-	1,445
Dist to Non-Profit Organizations	-	-	-	-	-	-	-
Other Special Payments	-	-	-	515	-	-	515
Spc Pmt to Employment Dept	-	-	-	-	-	-	-
Spc Pmt to HECC	-	-	-	59,850	-	-	59,850
Spc Pmt to OR University System	-	-	-	-	-	-	-
Spc Pmt to Teacher Stds and Prac	-	-	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Special Payments							
Spc Pmt to Comm Coll/Wkfrc Dev	-	-	-	-	-	-	-
Total Special Payments	\$60,000	-	-	\$65,086	-	-	\$125,086
Total Expenditures							
Total Expenditures	2,903,354	-	555,506	1,119,403	-	-	4,578,263
Total Expenditures	\$2,903,354	-	\$555,506	\$1,119,403	-	-	\$4,578,263
Ending Balance							
Ending Balance	-	-	(555,506)	(288,517)	-	-	(844,023)
Total Ending Balance	-	-	(\$555,506)	(\$288,517)	-	-	(\$844,023)

DEPARTMENT OPERATIONS

Essential Package 032

032 Above Standard Inflation

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to fund the amount above, not including, standard inflation for a limited set of factors.

How Achieved:

This package adds 0.3% to Professional Services and IT Professional Services, as approved in the 2015-17 Budget Instructions at 3.3% for these line items.

Staffing Impact:

None.

Quantifying Results:

N/A

Fund Source:	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies	\$22,773	\$12,685	\$72,073	\$107,531
Capital Outlay				
Special Payments				
Total Request	\$22,773	\$12,685	\$72,073	\$107,531

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 032 - Above Standard Inflation

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	22,773	-	-	-	-	-	22,773
Federal Funds	-	-	-	51,523	-	-	51,523
Total Revenues	\$22,773	-	-	\$51,523	-	-	\$74,296
Services & Supplies							
Professional Services	21,728	-	12,197	69,982	-	-	103,907
IT Professional Services	1,045	-	488	2,091	-	-	3,624
Total Services & Supplies	\$22,773	-	\$12,685	\$72,073	-	-	\$107,531
Total Expenditures							
Total Expenditures	22,773	-	12,685	72,073	-	-	107,531
Total Expenditures	\$22,773	-	\$12,685	\$72,073	-	-	\$107,531
Ending Balance							
Ending Balance	-	-	(12,685)	(20,550)	-	-	(33,235)
Total Ending Balance	-	-	(\$12,685)	(\$20,550)	-	-	(\$33,235)

DEPARTMENT OPERATIONS

Essential Package 060

060 Technical Adjustments

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to make approved technical changes during the development of the 2015-17 agency budget.

How Achieved:

The request for this package is to shift expenditure limitation in Personal Services from Other Funds to General Fund based on one-time reductions identified during the 2013-15 budget development (reduction options).

In addition, this package requests to shift expenditure limitation from Department Operations to Grant in Aid as follows:

- \$2,007,245 Federal Funds from Operations to Grant-in-Aid for Special Payments made from the Career and Technical Education (CTE) unit.

Revenue Source:

Budget Category:	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services	\$309,000	(\$309,000)		\$0
Services & Supplies*				
Special Payments			(\$2,007,245)	(\$2,007,245)
Total Request	\$309,000	(\$309,000)	(\$2,007,245)	(\$2,007,245)

This package is approved as modified in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 060 - Technical Adjustments

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	309,000	-	-	-	-	-	309,000
Federal Funds	-	-	-	(2,007,245)	-	-	(2,007,245)
Total Revenues	\$309,000	-	-	(\$2,007,245)	-	-	(\$1,698,245)
Personal Services							
Other OPE	309,000	-	(309,000)	-	-	-	-
Total Personal Services	\$309,000	-	(\$309,000)	-	-	-	-
Services & Supplies							
Professional Services	-	-	-	-	-	-	-
Total Services & Supplies	-	-	-	-	-	-	-
Special Payments							
Spc Pmt to HECC	-	-	-	(2,007,245)	-	-	(2,007,245)
Total Special Payments	-	-	-	(\$2,007,245)	-	-	(\$2,007,245)
Total Expenditures							
Total Expenditures	309,000	-	(309,000)	(2,007,245)	-	-	(2,007,245)
Total Expenditures	\$309,000	-	(\$309,000)	(\$2,007,245)	-	-	(\$2,007,245)

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 060 - Technical Adjustments

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Ending Balance							
Ending Balance	-	-	309,000	-	-	-	309,000
Total Ending Balance	-	-	\$309,000	-	-	-	\$309,000

DEPARTMENT OPERATIONS

Package 103 – Spanish Assessments K-8 Funding

Problem:

Programs for English Learners (ELs) that emphasize English acquisition exclusively and/or rely on one's primary language as a means to learn English quickly tend to show English proficiency and academic gains sooner than bilingual programs. However, research demonstrates good bilingual programs that are designed to promote bilingualism, bi-literacy, and academic achievement do a better job at preparing ELs for academic success than do transitional bilingual programs or English as a Second Language (ESL) programs. Research also shows these impacts tend to appear several years after students have been enrolled in developmental bilingual or dual language programs. This can be particularly true for ELs with limited formal education and/or from low-income backgrounds, since it may take time for them to show their developing literacy in English. Spanish-speaking ELs typically fall into this category. However, if we assess Spanish speaking ELs in Spanish, research shows we often see they have developed literacy skills they have not yet been able to transfer to English. Moreover, by assessing them in Spanish, we can not only demonstrate their progress in developing Spanish literacy skills (reading and academic language), but we also use the assessment outcomes to help the students transfer these literacy skills into English as well.

Because most standardized tests given to emerging bilingual students, including ELs, measure language proficiency and academic gains primarily or exclusively in English, we typically have little evidence to document progress (or lack of progress) in other languages. This problem has become more evident and in need of a solution in Oregon as we transition to the Smarter Balanced assessment and in light of the state's strategic investment in dual language programs. This past year was the final year for the Oregon Assessment of Knowledge and Skills (OAKS) testing and the state will begin using Smarter Balanced to assess students in English Language Arts and mathematics in 2014-15. Although Smarter Balanced will provide Spanish translations of the math test, as did OAKS, it will not provide a Spanish version of any of the English Language Arts tests. In contrast, OAKS provided a Grade 3 Reading Assessment in Spanish. Although the Spanish versions of OAKS provided limited evidence of Spanish-speaking students' academic performance, this evidence will become even more limited with the transition to Smarter Balanced. Thus, providing Spanish assessments to monitor ELs' developing literacy in Spanish will help replace and enhance the OAKS Spanish assessments the state has offered in the past.

Another important reason for moving forward with Spanish assessments is to assess the Spanish development of students enrolled in dual language/two-way immersion programs to monitor the effectiveness of these programs as well as to facilitate program improvement. Oregon's recently launched Dual Language/Two-Way Bilingual Grant provides the state with a unique opportunity to develop and expand quality dual language immersion programs across the state. If we do not build into these programs convincing, objective measures of student growth in both target languages, we run the real risk of being unable to convince the Legislature and the public that this is a worthy investment.

Proposed Solution:

Until a Spanish assessment is developed that more closely aligns with the state’s academic standards, Oregon proposes to use commercially designed Spanish assessments to assess ELs who are developing their Spanish literacy and non-ELs enrolled in Spanish/English dual language programs. By providing Spanish assessments to these students, the state will be better positioned to:

- fulfill the vision, mission and objectives of Oregon’s EL Strategic Plan;
- demonstrate, objectively evaluate, and promote bi-literacy and academic growth;
- support implementation of a state bi-literacy seal; and
- address achievement gaps between ELs and non-ELs.

The plan is to contract with a vendor to provide annual Spanish assessments in the spring for grades 3, 4 and 5 starting in school year 2014-15. A request for proposal (RFP) is under development presently and expected to be released in late summer or early fall 2014. Following are the estimated ELs and non-ELs to be included in the assessment annually during the 2015-17 biennium (combines EL and non-EL students).

Table A: Estimated students to be tested

	Grade 3	Grade 4	Grade 5	Total
Spring 2016	1,900	1,700	1,450	5,050
Spring 2017	1,900	1,700	1,450	5,050
Total	3,800	3,400	2,900	10,100

Key ODE staff in ODE’s Education Equity Unit and ODE’s Assessment and Accountability Unit participated in planning activities that led to the development of the proposal, including assistant superintendents of these units, education program specialists, and assessment staff.

Key stakeholders included:

- key contacts from each of the Dual Language/Two-Way Bilingual grant sites;
- Dr. Kathryn Lindholm-Leary, Professor, San Jose State University and lead researcher for our Dual Language/Two-Way Bilingual grant; and
- staff from other dual language programs in the state that are not involved in the Dual Language grant, (e.g., Corvallis School District, North Clackamas School District).

ODE considered partnering with other states to develop a Spanish assessment that would be aligned to the Common Core State Standards (CCSS). We approached our colleagues attending the State Collaborative on Assessment and Student Standards (SCASS) ELL meetings about this possibility. However, it became clear this approach would not provide us with an assessment soon enough. While a multi-state partnership to develop a Spanish assessment may still be feasible in the future, for now the more expedient approach is to use an off-the-shelf product.

OREGON DEPARTMENT OF EDUCATION

This proposal shouldn't affect other state agencies; however it will add additional test administration, scoring, and reporting duties to ODE staff and to our local education partners. ODE has been in contact with District Test Coordinators and with district and school staff about this plan. We will continue to communicate with them in the future to minimize the burden on our local education partners and to ensure secure testing conditions and reliable test results.

Equity Analysis:

Although achievement for EL students in Oregon reflects isolated pockets of success and promise in schools and classrooms across the state, overall achievement for this subgroup continues to lag behind their peers. For the past ten years, various groups across the state have focused on the need for equitable practices that will result in equitable opportunities for students of color. However, we continue to see a significant gap between achievement, graduation rates and college completion, specifically as related to EL students. As we transition to CCSS, the predictions as to the success of ELs as measured by the Smarter Balanced assessment are even more dismal. A sense of urgency is heightened as we reflect on these statistics and hear our communities calling for action to address these disparities. Oregon has invested in a variety of strategic initiatives to address these disparities, including a dual language/two-way bilingual grant to support the creation, expansion and improvement of dual language programs across the state. Having Spanish assessments will help these programs monitor Spanish literacy development and ensure their instructional practices support bi-literacy development for the students enrolled in their programs.

List Staff Impact: N/A

Quantifying Results:

Test results will allow the department to monitor the Spanish literacy development of students enrolled in dual language programs across the state. As such, these results can be used by the programs to improve their instructional practices and by the state to evaluate the effectiveness of programs, to identify programs with high Spanish literacy outcomes and to replicate their instructional practices in programs where Spanish literacy outcomes may be weak.

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Services & Supplies	\$115,000			\$115,000
Capital Outlay				
Special Payments				
Total Request	\$115,000	\$0	\$0	\$115,000

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 103 - Spanish Assessments K-8

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	115,000	-	-	-	-	-	115,000
Total Revenues	\$115,000	-	-	-	-	-	\$115,000
Services & Supplies							
Professional Services	115,000	-	-	-	-	-	115,000
Total Services & Supplies	\$115,000	-	-	-	-	-	\$115,000
Total Expenditures							
Total Expenditures	115,000	-	-	-	-	-	115,000
Total Expenditures	\$115,000	-	-	-	-	-	\$115,000
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

DEPARTMENT OPERATIONS

Package 106 - Facilities Expansion

Problem:

With the addition of two divisions in the Department of Education that were added in the 2013-15 Legislatively Adopted Budget, the resources for staff space within the department are over extended.

With the recent shift of some Community College and Workforce Division (CCWD) staff from the Public Service Building to the Employment Building, space has been made available of the third floor of the PSB.

Proposed Solution:

This request is for additional General Fund appropriation and Other Funds limitation to make use of 13 cubicle spaces that were vacated by CCWD staff.

List Staff Impact: N/A

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Services & Supplies (Facilities Rent)	\$30,144	\$30,144		\$60,288
Total Request	\$30,144	\$30,144	\$0	\$60,288

This package is approved as added in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 106 - Facilities Expansion

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	30,144	-	-	-	-	-	30,144
Total Revenues	\$30,144	-	-	-	-	-	\$30,144
Services & Supplies							
Facilities Rental and Taxes	30,144	-	30,144	-	-	-	60,288
Total Services & Supplies	\$30,144	-	\$30,144	-	-	-	\$60,288
Total Expenditures							
Total Expenditures	30,144	-	30,144	-	-	-	60,288
Total Expenditures	\$30,144	-	\$30,144	-	-	-	\$60,288
Ending Balance							
Ending Balance	-	-	(30,144)	-	-	-	(30,144)
Total Ending Balance	-	-	(\$30,144)	-	-	-	(\$30,144)
Total Positions							
Total Positions	-	-	-	-	-	-	-
Total Positions	-	-	-	-	-	-	-
Total FTE							
Total FTE	-	-	-	-	-	-	-
Total FTE	-	-	-	-	-	-	-

DEPARTMENT OPERATIONS

Package 107 – 2015 Position Cleanup

Problem:

The Oregon Department of Education has experienced several large-scale operational changes in the last couple of years. We assumed new leadership at the top effective July 30, 2012. With new leadership came a reorganization of the department in August 2013. In addition, as a result of legislation passed during the 2013 legislative session, ODE incorporated two new divisions with over 100 staff into the department's operations and budget: the Early Learning and Youth Development divisions. ODE also received roughly \$70 million in funding, over two dozen positions and responsibility for implementing several high-profile education investment initiatives during 2013-15:

Investment Area

Preparation for the World of Work

Oregon Reads

Support for Middle & High School

Seamless Transitions

Educator Effectiveness

Student Centered Learning

Educator Preparation

Early Learning Professional Development

Aligning Professional Development Plans

Support for Implementation of Common Core State Standards (CCSS)

Closing the Achievement Gap

As ODE began operating under the new organizational structure, implementing the investment work, and incorporating the new divisions into agency operations, it became clear many workloads had changed. In accordance with collective bargaining agreements, position audits were performed to review current position duties. As a result, some positions now are being paid work-out-of-class (WOC). Since the work now required of these positions is ongoing, they need to be permanently reclassified to reflect the level of work performed.

In addition, ongoing work is currently being done by limited duration positions established administratively during the biennium to accommodate the increase in workload. Permanent, full-time positions need to be established to recognize the ongoing nature of the work.

Finally, other positions require fund shifts as the work being done by these positions has shifted due to new assignments for education investments and operational reorganization.

The purpose of this policy option package is to realign the department's Personal Services for these position actions by shifting budgets between Personal Services and Services & Supplies.

OREGON DEPARTMENT OF EDUCATION

How Achieved:

The positions listed for each office need to be adjusted through reclassifications, fund shift, establishment, abolishment, or an increase in months. These actions will be funded through shifts of existing base budgets between Personal Services and Services & Supplies budget categories. No additional General Fund is requested to fund this policy option package.

Office of Information Technology

✓ <i>Reclassify to correct current WOC status for ongoing workload</i>	
Position 0000211	from C1487 - ISS7 to C1488 - ISS8. This action corrects ongoing WOC.
✓ <i>Abolish</i>	
Position 0000276	C1483 - ISS6, permanent part-time (-0.04 FTE). This position had only one (1) month remaining on it.
✓ <i>Establish for ongoing workload (established in 2013-15 as limited-duration) using Child Care Development Fund dollars</i>	
Position 1711502	C1483 - ISS3, LF (limited duration, full-time), 24 months. This was approved in 2013-15 as position 1517363
Position 1711504	C1486 - ISS6, PF (permanent, full-time), 24 months. (Approved package 501, SB 5518, ELD Database Maintenance)
Position 1711506	C1486 - ISS6, LF (limited duration, full-time), 24 months. (Approved package 501, SB 5518, ELD Database Field Support)
Position 1711531	C1487 - ISS7, LF (limited duration, full-time), 24 months. This was approved in 2013-15 as position 1517542.
Position 1711537	X7008 - PE/M E, LF (limited duration, full-time), 24 months
Position 1711538	C1487 - ISS7, LF (limited duration, full-time), 24 months
✓ <i>Establish for ongoing workload (replaces CNPweb contracted work for savings to agency)</i>	
Position 1711532	C1487- ISS7, PF (permanent, full-time), 24 months. (USDA Food Nutrition Services funding)

Office of Research and Data Analysis

✓ <i>Abolish</i>	
Position 1517367	C1118 - Research Analyst 4, permanent part-time (-0.50 FTE). Moves months/FTE to position 1517519
✓ <i>Increase months</i>	
Position 1517519	C1118 - Research Analyst 4, permanent part-time (+0.50 FTE) to permanent full-time (1.00 FTE) (General Fund)

OREGON DEPARTMENT OF EDUCATION

Office of Finance and Administration

✓ Reclassify to correct on-going WOC	
Position 000026	from C0437 - Procurement & Contract Specialist 2 to C0438 - Procurement & Contract Specialist 3
Position 0000107	from C0861 - Program Specialist 2 to C0862 - Program Analyst 3
Position 0000172	from C0861 - Program Specialist 2 to C0862 - Program Analyst 3
Position 0000289	from C0861 - Program Specialist 2 to C0862 - Program Analyst 3
Position 1310008	from C0436 - Procurement & Contract Specialist 1 to C0438 - Procurement & Contract Specialist 3

Office of Learning, Education Equity Unit

✓ Reclassify to correct on-going WOC	
Position 1517531	from C2301 - Educ Specialist 2 to X7010 - Prin Exec/Manager F

Office of Learning, Student Services Unit

✓ Fund shift	
Position 0000287	from 100 percent Other Funds to 30 percent Other Funds/70 percent Federal Funds (Commodities/Child Nutrition funding)
Position 1517202	from 100 percent Federal Funds to 30 percent Other Funds/70 percent Federal Funds (Commodities/Child Nutrition funding)
✓ Reclassify to correct on-going WOC	
Position 0000296	from C0862 - Program Specialist 3 to C0863 - Program Analyst 4
Position 0000890	from C0107 - Administrative Specialist 1 to C1116 - Research Analyst 2
Position 1110025	from C5950 - Child Nutrition Specialist to C0863 - Program Analyst 4
✓ Establish for ongoing workload (established in 2013-15 as limited-duration)	
Position 1713001	C0107 - Admin Specialist 1, PF (permanent, full-time), 24 months (CNP Technical Support)
Position 1713008	C0872 - Operations & Policy Analyst 3, LF (limited-duration, full-time), 24 months (CDC Policy Analyst)
Position 1713007	C2301 - Educ Spec 2, PF (permanent, full-time), 24 months (Health Program Field Support) Note: Funding for this position was provided in HB 5201, but position authority was omitted in error.

OREGON DEPARTMENT OF EDUCATION

Office of Learning, Instruction, Standards, Assessment & Accountability Unit

✓ Fund shift (NQTL: Network of Quality Teaching and Learning from SSF transfer)	
Position 0000078	from 100 percent Federal Funds to 100 percent Other Funds (Charter School Funding)
Position 0000120	from 100 percent Federal Funds to 50 percent Other Funds/50 percent Federal Funds (NQTL/Teacher Quality)
Position 0000144	from 50 percent General Fund/50 percent Federal Funds to 75 percent General Fund/25 percent Federal Funds (Teacher Quality)
Position 0000166	from 100 percent Federal Funds to 100 percent General Fund
Position 0000187	from 30 percent General Fund/70 percent Federal Funds to 50 percent Other Funds/50 percent Federal Funds (NQTL/Teach Quality)
Position 0000194	from 25 percent General Fund/75 percent Federal Funds to 50 percent Other Funds/50 percent Federal Funds (NQTL/Teacher Mentoring)
Position 0000226	from 100 percent Federal Funds to 50 percent Other Funds/50 percent Federal Funds (CCWD Match/Perkins Voc Ed)
Position 0000261	from 50 percent General Fund/50 percent Federal Funds to 50 percent Other Funds/50 percent Federal Funds (NQTL/Teacher Quality)
Position 0001142	from 100 percent Federal Funds to 65 percent General Fund/10 percent Other Funds/25 percent Federal Funds (Perkins match/Voc Ed)
Position 0001143	from 35 percent General Fund/65 percent Federal Funds to 60 percent Other Funds/40 percent Federal Funds (ELL, 21 st Century)
Position 1517537	from 100 percent Federal Funds to 100 percent Other Funds (NQTL)
Position 1517540	from 0.37 percent General Fund/27.34 percent Other Funds/72.29 percent Federal Funds to 100 percent Other Funds (NQTL)
✓ Reclassify to correct on-going WOC	
Position 0001136	from C0872 - Operations & Policy Analyst 3 to C0873 - Operations & Policy Analyst 4
Position 1110030	from X7008 - Prin Exec/Manager E to X7010 - Prin Exec/Manager F
Position 1317322	from C0872 - Operations & Policy Analyst 3 to C0873 - Operations & Policy Analyst 4
✓ Establish for ongoing workload (established in 2013-15 as limited-duration)	
Position 1713012	C1118 - Research Analyst 4, PF (permanent, full-time), 24 months, (District/School Improvement Collection & Reporting Analyst) (GF/FF)
Position 1713033	C2301 - Educ Spec 2, PF (permanent, full-time), 24 months, (School Improvement Technical Support) (FF)
Position 1713049	C5950 – Child Nutrition Specialist, PF (permanent, full-time, 24 months, (FF)

Early Learning Division

✓ Fund shift	
Position 0006015	C2301 - Educ Specialist 2 from 65 percent General Fund/35 percent Federal Funds to 100 percent General Fund

OREGON DEPARTMENT OF EDUCATION

List Staff Impact:

This package requests permission to cleanup position authority between fund sources outside of the administrative Permanent Finance process. In total, seven (7) additional permanent, full-time positions (7.00 FTE) are requested; one (1) position is abolished (-0.50 FTE); 11 positions are reclassified; 15 positions involve fund shifts by adjusting budgets between Personal Services and Services & Supplies; and one position increases from 12 months to 24 months (+0.50 FTE), funded with the abolishment of position 1517367.

Positions: 11
 FTE: 12.96

Quantifying Results:

The agency will continue to monitor use of positions, making adjustments during budget execution through permanent finance plans when able. Where permanent financing in Personal Services is not available, the agency will continue to develop policy option packages to align the budget with operational practices during budget development.

Revenue Source:

No additional funding or limitation is being requested. The financing of the requested adjustments will be accomplished by shifting limitation between Personal Services and Services & Supplies as follows:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Personal Services	\$764,806	\$1,439,034	\$132,629	\$2,336,469
Services & Supplies	(776,085)	(1,439,034)	13,560	(2,201,559)
Total	(\$11,279)	\$0	\$146,189	\$134,910

NOTE: General Fund in this package is transferred from Department Operations to Oregon School for the Deaf in the amount of \$11,279.

This package is approved as modified in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 107 - Position Cleanup 2015

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	(11,279)	-	-	-	-	-	(11,279)
Federal Funds	-	-	-	146,189	-	-	146,189
Total Revenues	(\$11,279)	-	-	\$146,189	-	-	\$134,910
Personal Services							
Class/Unclass Sal. and Per Diem	566,132	-	967,784	64,637	-	-	1,598,553
Empl. Rel. Bd. Assessments	51	-	341	92	-	-	484
Public Employees' Retire Cont	89,395	-	152,811	10,202	-	-	252,408
Social Security Taxes	42,628	-	74,039	5,620	-	-	122,287
Worker's Comp. Assess. (WCD)	82	-	539	138	-	-	759
Mass Transit Tax	3,394	-	5,808	-	-	-	9,202
Flexible Benefits	63,124	-	237,712	65,500	-	-	366,336
Reconciliation Adjustment	-	-	-	(13,560)	-	-	(13,560)
Total Personal Services	\$764,806	-	\$1,439,034	\$132,629	-	-	\$2,336,469
Services & Supplies							
Office Expenses	-	-	-	(7,021)	-	-	(7,021)
Professional Services	(402,852)	-	-	123,802	-	-	(279,050)
IT Professional Services	-	-	-	(99,333)	-	-	(99,333)
Dues and Subscriptions	(21,174)	-	-	-	-	-	(21,174)
Agency Program Related S and S	(142,707)	-	(1,439,034)	-	-	-	(1,581,741)
Intra-agency Charges	-	-	-	-	-	-	-
Other Services and Supplies	(200,357)	-	-	(3,888)	-	-	(204,245)

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 107 - Position Cleanup 2015

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Services & Supplies							
IT Expendable Property	(8,995)	-	-	-	-	-	(8,995)
Total Services & Supplies	(\$776,085)	-	(\$1,439,034)	\$13,560	-	-	(\$2,201,559)
Total Expenditures							
Total Expenditures	(11,279)	-	-	146,189	-	-	134,910
Total Expenditures	(\$11,279)	-	-	\$146,189	-	-	\$134,910
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-
Total Positions							
Total Positions							11
Total Positions	-	-	-	-	-	-	11
Total FTE							
Total FTE							12.96
Total FTE	-	-	-	-	-	-	12.96

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PDPDFISCAL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 1

REPORT: PACKAGE FISCAL IMPACT REPORT

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 Department Operations

PACKAGE: 107 - Position Cleanup 2015

POSITION NUMBER	CLASS	COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
0000026	OA	C0437	AA PROCUREMENT & CONTRACT SPEC 2	1-	1.00-	24.00-	06	5,028.00	60,336- 29,462-	60,336- 29,464-			120,672- 58,926-
0000026	OA	C0438	AA PROCUREMENT & CONTRACT SPEC 3	1	1.00	24.00	05	5,277.00	43,060 20,511	83,588 39,817			126,648 60,328
0000078	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1-	1.00-	24.00-	03	5,802.00			139,248- 63,280-		139,248- 63,280-
0000078	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	03	5,802.00		139,248 63,280			139,248 63,280
0000107	OA	C0861	AA PROGRAM ANALYST 2	1-	1.00-	24.00-	05	4,791.00	57,492- 28,796-	57,492- 28,797-			114,984- 57,593-
0000107	OA	C0862	AA PROGRAM ANALYST 3	1	1.00	24.00	04	5,028.00	120,672 58,926				120,672 58,926
0000120	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1-	1.00-	24.00-	05	6,380.00			153,120- 66,533-		153,120- 66,533-
0000120	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	05	6,380.00		76,560 33,267	76,560 33,266		153,120 66,533
0000144	MESNZ7014	EA	PRINCIPAL EXECUTIVE/MANAGER H	1-	1.00-	24.00-	09	11,934.00	143,208- 47,525-		143,208- 47,527-		286,416- 95,052-
0000144	MESNZ7014	EA	PRINCIPAL EXECUTIVE/MANAGER H	1	1.00	24.00	09	11,934.00	214,812 71,289		71,604 23,763		286,416 95,052
0000166	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1-	1.00-	24.00-	09	7,721.00			185,304- 74,077-		185,304- 74,077-
0000166	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	09	7,721.00	185,304 74,077				185,304 74,077
0000172	OA	C0861	AA PROGRAM ANALYST 2	1-	1.00-	24.00-	09	5,802.00	69,624- 31,639-	69,624- 31,641-			139,248- 63,280-
0000172	OA	C0862	AA PROGRAM ANALYST 3	1	1.00	24.00	08	6,080.00	145,920 64,845				145,920 64,845
0000187	OA	C0104	AA OFFICE SPECIALIST 2	1-	1.00-	24.00-	03	2,538.00	18,274- 13,475-		42,638- 31,444-		60,912- 44,919-
0000187	OA	C0104	AA OFFICE SPECIALIST 2	1	1.00	24.00	03	2,538.00		30,456 22,460	30,456 22,459		60,912 44,919

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PDPDFISCAL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 2

REPORT: PACKAGE FISCAL IMPACT REPORT

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 Department Operations

PACKAGE: 107 - Position Cleanup 2015

POSITION NUMBER	CLASS	COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
0000194	OA	C2301	AA EDUCATION PROGRAM SPECIALIST	2	1-	1.00-	24.00-	09 7,721.00	46,326- 18,519-		138,978- 55,558-		185,304- 74,077-
0000194	OA	C2301	AA EDUCATION PROGRAM SPECIALIST	2	1	1.00	24.00	09 7,721.00		92,652 37,039	92,652 37,038		185,304 74,077
0000211	OA	C1487	IA INFO SYSTEMS SPECIALIST	7	1-	1.00-	24.00-	05 5,990.00	143,760- 64,339-				143,760- 64,339-
0000211	OA	C1488	IA INFO SYSTEMS SPECIALIST	8	1	1.00	24.00	04 6,235.00	149,640 65,717				149,640 65,717
0000226	OA	C2301	AA EDUCATION PROGRAM SPECIALIST	2	1-	1.00-	24.00-	09 7,721.00			185,304- 74,077-		185,304- 74,077-
0000226	OA	C2301	AA EDUCATION PROGRAM SPECIALIST	2	1	1.00	24.00	09 7,721.00		92,652 37,039	92,652 37,038		185,304 74,077
0000261	MMS	X7010	EA PRINCIPAL EXECUTIVE/MANAGER	F	1-	1.00-	24.00-	09 9,704.00	116,448- 42,615-		116,448- 42,617-		232,896- 85,232-
0000261	MMS	X7010	EA PRINCIPAL EXECUTIVE/MANAGER	F	1	1.00	24.00	09 9,704.00		116,448 42,617	116,448 42,615		232,896 85,232
0000276	OA	C1483	IA INFO SYSTEMS SPECIALIST	3	1-	.04-	1.00-	02 3,639.00	3,311- 879-		328- 87-		3,639- 966-
0000287	OA	C0107	AA ADMINISTRATIVE SPECIALIST	1	1-	1.00-	24.00-	03 2,756.00		66,144- 46,145-			66,144- 46,145-
0000287	OA	C0107	AA ADMINISTRATIVE SPECIALIST	1	1	1.00	24.00	03 2,756.00		19,850 13,848	46,294 32,297		66,144 46,145
0000289	OA	C0861	AA PROGRAM ANALYST	2	1-	1.00-	24.00-	05 4,791.00	114,984- 57,593-				114,984- 57,593-
0000289	OA	C0862	AA PROGRAM ANALYST	3	1	1.00	24.00	04 5,028.00	120,672 58,926				120,672 58,926
0000296	OA	C0862	AA PROGRAM ANALYST	3	1-	1.00-	24.00-	09 6,380.00		153,120- 66,533-			153,120- 66,533-
0000296	OA	C0863	AA PROGRAM ANALYST	4	1	1.00	24.00	08 6,691.00		160,584 68,282			160,584 68,282
0000890	OA	C0107	AA ADMINISTRATIVE SPECIALIST	1	1-	1.00-	24.00-	05 3,001.00		72,024- 47,524-			72,024- 47,524-

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PDPDFISCAL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 3

REPORT: PACKAGE FISCAL IMPACT REPORT

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 Department Operations

PACKAGE: 107 - Position Cleanup 2015

POSITION NUMBER	CLASS	COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
0000890	OA	C1116	AA RESEARCH ANALYST 2	1	1.00	24.00	01	3,290.00		78,960 49,150			78,960 49,150
0001136	OA	C0872	AA OPERATIONS & POLICY ANALYST 3	1-	1.00-	24.00-	05	5,529.00	99,522- 46,309-		33,174- 15,436-		132,696- 61,745-
0001136	OA	C0873	AA OPERATIONS & POLICY ANALYST 4	1	1.00	24.00	04	5,802.00	104,436 47,460		34,812 15,820		139,248 63,280
0001142	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1-	1.00-	24.00-	09	7,721.00			185,304- 74,077-		185,304- 74,077-
0001142	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	09	7,721.00	120,448 48,150	18,530 7,408	46,326 18,519		185,304 74,077
0001143	OA	C0104	AA OFFICE SPECIALIST 2	1-	1.00-	24.00-	05	2,756.00	19,182- 13,382-		46,962- 32,763-		66,144- 46,145-
0001143	OA	C0104	AA OFFICE SPECIALIST 2	1	1.00	24.00	05	2,756.00		39,693 27,691	26,451 18,454		66,144 46,145
0006015	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1-	1.00-	24.00-	09	7,721.00	120,948- 48,351-		64,356- 25,726-		185,304- 74,077-
0006015	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	09	7,721.00	185,304 74,077				185,304 74,077
1110025	OA	C0862	AA PROGRAM ANALYST 3	1	1.00	24.00	09	6,380.00	122,496 53,225		30,624 13,308		153,120 66,533
1110025	OA	C5950	AA CHILD NUTRITION SPECLST	1-	1.00-	24.00-	09	6,080.00	105,923- 47,070-		39,997- 17,775-		145,920- 64,845-
1110030	MMS	X7008	EA PRINCIPAL EXECUTIVE/MANAGER E	1-	1.00-	24.00-	05	7,340.00	176,160- 71,933-				176,160- 71,933-
1110030	MMS	X7010	EA PRINCIPAL EXECUTIVE/MANAGER F	1	1.00	24.00	04	7,628.00	183,072 73,553				183,072 73,553
1310008	OA	C0436	AA PROCUREMENT & CONTRACT SPEC 1	1-	1.00-	24.00-	09	4,791.00			114,984- 57,593-		114,984- 57,593-
1310008	OA	C0438	AA PROCUREMENT & CONTRACT SPEC 3	1	1.00	24.00	04	5,028.00			120,672 58,926		120,672 58,926
1317322	OA	C0872	AA OPERATIONS & POLICY ANALYST 3	1-	1.00-	24.00-	04	5,277.00	94,986- 45,246-		31,662- 15,082-		126,648- 60,328-

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PDPDFISCAL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 4

REPORT: PACKAGE FISCAL IMPACT REPORT

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 Department Operations

PACKAGE: 107 - Position Cleanup 2015

POSITION NUMBER	CLASS	COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
1317322	OA	C0873	AA OPERATIONS & POLICY ANALYST 4	1	1.00	24.00	03	5,529.00	99,522 46,309		33,174 15,436		132,696 61,745
1517202	OA	C0107	AA ADMINISTRATIVE SPECIALIST 1	1-	1.00-	24.00-	09	3,607.00			86,568- 50,933-		86,568- 50,933-
1517202	OA	C0107	AA ADMINISTRATIVE SPECIALIST 1	1	1.00	24.00	09	3,607.00		25,970 15,280	60,598 35,653		86,568 50,933
1517367	OA	C1118	AA RESEARCH ANALYST 4	1-	.50-	12.00-	02	4,791.00	57,492- 44,117-				57,492- 44,117-
1517519	OA	C1118	AA RESEARCH ANALYST 4	1-	.50-	12.00-	02	4,791.00	57,492- 44,117-				57,492- 44,117-
1517519	OA	C1118	AA RESEARCH ANALYST 4	1	1.00	24.00	02	4,791.00	114,984 57,593				114,984 57,593
1517531	MMS	X7010	EA PRINCIPAL EXECUTIVE/MANAGER F	1	1.00	24.00	05	7,998.00		191,952 75,634			191,952 75,634
1517531	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1-	1.00-	24.00-	09	7,721.00		185,304- 74,077-			185,304- 74,077-
1517537	OA	C0104	AA OFFICE SPECIALIST 2	1-	.25-	6.00-	02	2,435.00			14,610- 18,745-		14,610- 18,745-
1517537	OA	C0104	AA OFFICE SPECIALIST 2	1	.25	6.00	02	2,435.00		14,610 18,745			14,610 18,745
1517537	OA	C0104	AA OFFICE SPECIALIST 2		.25-	6.00-	02	2,435.00			14,610- 18,745-		14,610- 18,745-
1517537	OA	C0104	AA OFFICE SPECIALIST 2		.25	6.00	02	2,435.00		14,610 18,745			14,610 18,745
1517540	OA	C0861	AA PROGRAM ANALYST 2	1-	.25-	6.00-	02	4,161.00	92- 77-	6,826- 5,789-	18,048- 15,306-		24,966- 21,172-
1517540	OA	C0861	AA PROGRAM ANALYST 2	1	.25	6.00	02	4,161.00		24,966 21,172			24,966 21,172
1517540	OA	C0861	AA PROGRAM ANALYST 2		.25-	6.00-	02	4,161.00	92- 77-	6,826- 5,789-	18,048- 15,306-		24,966- 21,172-
1517540	OA	C0861	AA PROGRAM ANALYST 2		.25	6.00	02	4,161.00		24,966 21,172			24,966 21,172

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PDPDFISCAL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 5

REPORT: PACKAGE FISCAL IMPACT REPORT

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 Department Operations

PACKAGE: 107 - Position Cleanup 2015

POSITION NUMBER CLASS COMP CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
1711502 OA C1483 IA INFO SYSTEMS SPECIALIST 3	1	1.00	24.00	02	3,639.00			87,336 51,112		87,336 51,112
1711504 OA C1486 IA INFO SYSTEMS SPECIALIST 6	1	1.00	24.00	02	4,711.00			113,064 57,143		113,064 57,143
1711506 OA C1486 IA INFO SYSTEMS SPECIALIST 6	1	1.00	24.00	02	4,711.00			113,064 57,143		113,064 57,143
1711531 OA C1487 IA INFO SYSTEMS SPECIALIST 7	1	1.00	24.00	02	5,218.00		37,570 17,998	87,662 41,997		125,232 59,995
1711532 OA C1487 IA INFO SYSTEMS SPECIALIST 7	1	1.00	24.00	02	5,218.00			125,232 59,995		125,232 59,995
1711537 MMN X7008 IA PRINCIPAL EXECUTIVE/MANAGER E	1	1.00	24.00	02	6,663.00		159,912 68,124			159,912 68,124
1711538 OA C1487 IA INFO SYSTEMS SPECIALIST 7	1	1.00	24.00	02	5,218.00			125,232 59,995		125,232 59,995
1713001 OA C0107 AA ADMINISTRATIVE SPECIALIST 1	1	1.00	24.00	02	2,636.00		18,979 13,641	44,285 31,829		63,264 45,470
1713007 OA C2301 AA EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	02	5,529.00	132,696 61,745				132,696 61,745
1713008 OA C0872 AA OPERATIONS & POLICY ANALYST 3	1	1.00	24.00	02	4,791.00		57,492 28,797	57,492 28,796		114,984 57,593
1713012 OA C1118 AA RESEARCH ANALYST 4	1	1.00	24.00	02	4,791.00	28,746 14,398		86,238 43,195		114,984 57,593
1713033 OA C2301 AA EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	03	5,802.00			139,248 63,280		139,248 63,280
1713049 OA C5950 AA CHILD NUTRITION SPECLST	1	1.00	24.00	02	4,358.00			104,592 55,157		104,592 55,157
TOTAL PICS SALARY						566,132	967,784	64,637		1,598,553
TOTAL PICS OPE						195,280	465,442	81,552		742,274
TOTAL PICS PERSONAL SERVICES =						11	12.96	311.00		761,412
						1,433,226	146,189			2,340,827

OREGON DEPARTMENT OF EDUCATION

DEPARTMENT OPERATIONS

Package 108 – Native American Education Enhancement

Problem:

The Oregon Department of Education is seeking position authority and funding for an Education Specialist 2 position to work with Oregon federally recognized tribes, native communities, and organizations on Native American education issues.

The 2012-2013 Oregon School Report Card data indicate the population of American Indian/Alaska Native (AI/AN) students in the state is 9,577 (fall enrollment data). Because of rules related to multi-ethnic reporting, it is likely that this number does not fully account for all AI/AN students.

There is a viable and distinct American Indian/Alaskan Native student community in need of ongoing, sustainable and holistic supports. The statistics reveal a troubling picture regarding the academic achievement of American Indian/Alaskan Native students in Oregon. Based on data from 2012-2013 calculated over the course of two years, American Indian/Alaskan Native students are struggling in reading and mathematics achievement and in graduation rates as measured by the Annual Measurable Objectives or AMO. Tables 1 and 2 below highlight the academic achievement of American Indian/Alaskan Native students in reading and math, grades K-12 for the 2012-2013 school years.

Table 1	Percent Meeting or Exceeding				
	Elementary (Grades 3-5)	Middle (Grades 6-8)	AMO Target % (Grades 3-8)	High (Grade 11)	AMO Target % (Grade 11)
Reading					
American Indian / Alaskan Native	59.7%	56.4%	69.0%	78.9%	82%

* source : <http://www.ode.state.or.us/data/annreportcard/rptcard2013.pdf>

OREGON DEPARTMENT OF EDUCATION

Table 2	Percent Meeting or Exceeding				
	Elementary (Grades 3-5)	Middle (Grades 6-8)	AMO Target % (Grades 3-8)	High (Grade 11)	AMO Target % (Grade 11)
Mathematics					
American Indian / Alaskan Native	48.9%	47.7%	66.0%	55.4%	67%

* source : <http://www.ode.state.or.us/data/annreportcard/rptcard2013.pdf>

The data reflect an assessment participation rate, for American Indian/Alaskan Native students, of 99 percent in reading and 98 percent in mathematics, indicating the extent of the academic achievement gap on state assessments. American Indian/Alaskan Native students experience many challenging factors that impact final outcomes.

High school graduation outcomes for American Indian/Alaskan Native students in Oregon also are troubling. Data from 2011-2012 reveal graduation rates are low, and, of the total number of American Indian/Alaskan Native students who do graduate, only 50 percent earn a regular high school diploma. The remaining 50 percent earn another form of high school credential such as a modified diploma, extended diploma, or alternative certificate. Earning a regular high school diploma requires students to demonstrate the ability to meet the full set of academic content standards established by the State Board of Education.

Table 3 below highlights the graduation outcomes as of the end of the 2012-2013 school year. The AMO graduation target was calculated at 67 percent for the four year cohort and 72 percent for the five year cohort. It is evident the graduation rates for students of color in Oregon reveal significant gaps, but this gap is most acute for American Indian / Alaskan Native students.

Table 3

Graduation Details 2012-13	4-Year Cohort Target: 67%	5-Year Cohort Target: 72%
American Indian/Alaskan Native	50.80%	55.70%
African American	53.30%	60.40%
Hispanic	59.50%	64.90%
White	71.20%	74.50%

* source: <http://www.ode.state.or.us/data/annreportcard/rptcard2013.pdf>

OREGON DEPARTMENT OF EDUCATION

A study released by Econorthwest in January 2014 “Statewide Condition of Education for Oregon’s Tribal Members” collected data (2011-12 academic year) for a specific group of Native students in Oregon: enrolled members of Oregon’s federally recognized tribes. Seven of the nine Oregon federally recognized participated in this study, which included educational achievement and attainment data. Below includes a few findings extracted from the study:

- Economic Disadvantage: Oregon tribe-enrolled students are 50 percent more likely than all other students to be eligible for free-or reduced-price lunch.
- Mobility: Oregon tribe-enrolled students changed schools, across all grade levels, at a slightly higher rate 10.8 percent compared to 6.4 percent of all other students.
- Priority, Focus, and Model Title I Schools: 30.2 percent of Oregon tribe-enrolled students are attending a Priority or Focus Title I School compared to 6.6 percent of all Oregon students.
- Chronic Absenteeism: Oregon tribe-enrolled students in elementary school were chronically absent at twice the rate of all Oregon students. This gap is also apparent in other grade levels.
- Discipline: Oregon tribe-enrolled students in middle school were 13 percentage points more likely to have a suspension record than all Oregon students.

* Source:

<http://chalkboardproject.org/wp-content/uploads/2014/03/The-Condition-of-Education-for-Members-of-Oregons-Tribes-FINAL.pdf>

In July 2014, ODE hired one (1.0 FTE) full-time Indian Education Specialist whose duties are devoted to Native American education issues. The position works collectively with each of the nine Oregon federally recognized tribes, the government-to-government process (Commission on Indian Services, Government-to-Government Education Cluster), Title VII programs, and a variety of native communities and organizations to:

1. build and maintain relationships with Oregon’s federally recognized tribes and native communities and organizations;
2. serve on a variety of advisory entities (panel, board, committees), which directly impact Indian educational issues/concerns;
3. advise and act as a liaison to state agencies on Indian education;
4. engage and solicit feedback for initiatives, policies, and practices affecting tribes and AI/NA students;
5. develop initiatives that preserve and foster teaching of indigenous languages as well as best and promising practices for American Indian/Alaska Native student achievement;
6. work with State Board of Higher Education, Early Learning Council , Youth Development Council, and Title VII programs; and
7. develop and review culturally responsive teaching, learning, and pedagogy.

In light of the complexity and importance of the above work, the current Indian Education Specialist will focus on bullets (1,2, 3, and 4) and the additional requested position will focus on bullets (5, 6 and 7).

OREGON DEPARTMENT OF EDUCATION

Proposed Solution:

Establishing an additional permanent, full-time (1.00 FTE) Education Specialist 2 position will support the work outlined above (specifically those areas in 5, 6, and 7). Primary duties will include developing initiatives that preserve and foster the teaching of indigenous languages of Oregon tribes, creation and implementation of curriculum on Oregon tribal history, and work with federal Title VII Indian education programs at local school districts on the implementation of these initiatives and curriculum. This position will coordinate with the State Board of Higher Education on policy analysis and issues that impact Native American education, including student admissions, and will collaborate with the Oregon Education Investment Board and Higher Education Coordinating Commission to improve the higher educational opportunities, experiences and outcomes for American Indian/Alaskan Native students. Additional work will include collaboration with early childhood education programs to ensure all American Indian/Alaskan Native students are ready to learn upon entry into the K-12 system.

List Staff Impact:

<i>✓ Establish new position</i>	
Position 1713030	C2301 - Educ Spec 2, PF (permanent, full-time), 24 months, Native American Educ Coordinator

Positions: 1
 FTE: 1.00

Quantifying Results:

Data are available to measure the number of American Indian/Alaskan Native students successfully completing secondary school and entering community colleges or universities in the state. ODE will monitor the performance of American Indian/ Alaskan Native students as a subgroup on state assessments and monitor the success rate of schools to increase American Indian/Alaskan Native student achievement through the Achievement Compacts. The position will be able to identify schools that are closing the achievement gap between American Indian/Alaskan Native and non-native American students.

Other internal measurements will be the number of Native language programs offered in schools, attendance rates, dropout rates, and the number of partnerships established between tribes and post-secondary partners. The agency will also measure the effectiveness of training of staff on American Indian /Alaskan Native issues as required in ORS 182.162-182.168.

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Personal Services	\$208,507			\$208,507
Services & Supplies	26,180			26,180
Total Request	\$234,687	\$0	\$0	\$234,687

This package is approved in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 108 - Native American Education Enhancement

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	234,687	-	-	-	-	-	234,687
Total Revenues	\$234,687	-	-	-	-	-	\$234,687
Personal Services							
Class/Unclass Sal. and Per Diem	132,696	-	-	-	-	-	132,696
Empl. Rel. Bd. Assessments	44	-	-	-	-	-	44
Public Employees' Retire Cont	20,953	-	-	-	-	-	20,953
Social Security Taxes	10,151	-	-	-	-	-	10,151
Unemployment Assessments	13,270	-	-	-	-	-	13,270
Worker's Comp. Assess. (WCD)	69	-	-	-	-	-	69
Mass Transit Tax	796	-	-	-	-	-	796
Flexible Benefits	30,528	-	-	-	-	-	30,528
Total Personal Services	\$208,507	-	-	-	-	-	\$208,507
Services & Supplies							
Instate Travel	200	-	-	-	-	-	200
Employee Training	2,000	-	-	-	-	-	2,000
Agency Program Related S and S	17,000	-	-	-	-	-	17,000
Expendable Prop 250 - 5000	6,980	-	-	-	-	-	6,980
Total Services & Supplies	\$26,180	-	-	-	-	-	\$26,180

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 108 - Native American Education Enhancement

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Total Expenditures							
Total Expenditures	234,687	-	-	-	-	-	234,687
Total Expenditures	\$234,687	-	-	-	-	-	\$234,687
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-
Total Positions							
Total Positions							1
Total Positions	-	-	-	-	-	-	1
Total FTE							
Total FTE							1.00
Total FTE	-	-	-	-	-	-	1.00

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPFISCAL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 6

REPORT: PACKAGE FISCAL IMPACT REPORT

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 Department Operations

PACKAGE: 108 - Native American Education Enha

POSITION NUMBER	CLASS COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
1713030	OA C2301 AA	EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	02	5,529.00	132,696 61,745				132,696 61,745
TOTAL PICS SALARY								132,696				132,696
TOTAL PICS OPE								61,745				61,745
TOTAL PICS PERSONAL SERVICES =			1	1.00	24.00			194,441				194,441

DEPARTMENT OPERATIONS

Package 109 – Deputy Superintendent’s Office Reorganization

Problem:

Under the new agency leadership, a revised mission, vision and strategic plan for the Oregon Department of Education have been developed. Within the strategic plan is “Goal 5 – Make ODE the best place to work.” Goal 5 includes four objectives, two of which are directly impacted by the agency’s Human Resources (HR) Unit:

- Objective 1: Attract, retain and develop top talent to ODE.
- Objective 2: Increase the diversity of ODE’s workforce.

HR is currently part of the Office of Finance and Administration and is organized as a service center with an emphasis on providing customer service and responding to organizational requests. To deliver successfully on the objectives in the plan, the HR function needs to take the next step, evolving from purely transactional and administrative operations to fulfilling the role of strategic organizational change agents. To succeed in this new environment, the team will need to shift its focus to a transformational approach – while still attending to transactional and administrative operations - and act as internal consultants for the organization, guiding and driving HR practices to meet organizational needs.

Proposed Solution:

To successfully implement its strategic plan, ODE needs a nimble and progressive HR that provides core services as efficiently as possible while acting as strategic internal organizational consultants to the management team. A strategy for meeting that goal is for the HR director to have direct access and report directly to the Deputy Superintendent of Public Instruction.

Additionally, moving the HR Unit (6 positions, 6.00 FTE) from the Office of Finance and Administration to the Office of the Deputy Superintendent (ODS) increases the visibility of the HR function and provides a more direct connection to the business needs of the agency. This increased visibility and connectivity aids the HR Unit’s shift from transactional to transformational and contributes to the successful execution of ODE’s strategic plan.

As part of its strategy for successfully delivering on Goal 5, ODE requests the establishment of one additional position (1.00 FTE) as a Training and Development Specialist 2. This employee is responsible for ensuring ODE employees are afforded professional and personal development through training opportunities, both within and outside of the agency, thereby improving the productivity and competency of the agency’s employees. The position will provide overall training analysis, development, coordination, management and an evaluation method for all HR related trainings conducted for ODE staff.

OREGON DEPARTMENT OF EDUCATION

Other Alignment Issues

In addition to moving HR to the ODS and bringing in a Training and Development Coordinator, reclassification of two existing ODS positions is needed to align the level of work in the Office of the Deputy Superintendent with the correct classification:

The State Board of Education has one position (position 0000174, 1.00 FTE) currently classified as a Principle/Executive Manager D (X7006). When the position became vacant in January 2013, the duties of the position were reviewed for current needs of the agency. The person in this position must consider the direct and indirect long-range effects on the education system and advise the board accordingly. HR review determined this position better fits a Policy Analyst 4, as the policy advisor to senior management and responsible for large-scale organizational improvement work at the policy level of a state agency. It is the agency’s intention to move budgeted resources from Services and Supplies to Personal Services for this action. No additional funding is being requested for this action. (\$10,934)

The Deputy Superintendent’s Chief of Staff (position 0000842) was reviewed and the agency determined it is functioning at a higher classification than budgeted (in PICS). As chief advisor to the Deputy, the Chief of Staff oversees and represents the Office of the Deputy Superintendent. This person also leads many daily operations, oversees work of Assistant Superintendents, oversees the development and implementation of ODE’s strategic plan and strategic initiatives, moves forward legislation and rules to enhance the quality of public instruction statewide, and directs executive-level work and services on the agency’s executive management team. For these reasons, ODE is requesting the Chief of Staff be reclassified to a Principal Executive Manager H to align with higher level work. It is the agency’s intention to move budgeted resources from Services and Supplies to Personal Services for this action. No additional funding is being requested for this action. (\$45,510)

Equity Analysis:

Increase diversity of ODE’s workforce.

List Staff Impact:

Shifts responsibility of Human Resource Unit to Deputy Superintendent of Public Instruction. Adds one position for internal training and reclassifies two additional positions.

✓ Establish new position	
Position 1711032	MMN X1339 Training Development Specialist 2, PF (permanent, full-time), 24 months, Staff Training Coordinator
✓ Reclassify to correct current WOC status for ongoing workload	
Position 0000174	from X7006 – Principle/Exec Mgr D to X0873 Operations & Policy Analyst 4, State Board Coordinator. This action corrects ongoing WOC.
Position 0000842	from Z7012 – Principle/Exec Mgr G to Z7014 Principle/Exec Mgr H, ODE Chief of Staff. This action corrects ongoing WOC.

OREGON DEPARTMENT OF EDUCATION

Positions: 1
FTE: 1.00

Quantifying Results: ODE will meet the objectives (and related metrics) of its strategic plan regarding a high-quality workforce that reflects the diversity of Oregon.

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Personal Services	\$221,150			\$221,150
Services & Supplies	8,436			8,436
Total Request	<u>\$229,586</u>	<u>\$0</u>	<u>\$0</u>	<u>\$229,586</u>

This package is approved as modified in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 109 - Deputy Supt Office Reorg

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	229,586	-	-	-	-	-	229,586
Federal Funds	-	-	-	-	-	-	-
Total Revenues	\$229,586	-	-	-	-	-	\$229,586
Personal Services							
Class/Unclass Sal. and Per Diem	155,784	-	-	-	-	-	155,784
Empl. Rel. Bd. Assessments	44	-	-	-	-	-	44
Public Employees' Retire Cont	24,597	-	-	-	-	-	24,597
Social Security Taxes	9,193	-	-	-	-	-	9,193
Unemployment Assessments	-	-	-	-	-	-	-
Worker's Comp. Assess. (WCD)	69	-	-	-	-	-	69
Mass Transit Tax	935	-	-	-	-	-	935
Flexible Benefits	30,528	-	-	-	-	-	30,528
Total Personal Services	\$221,150	-	-	-	-	-	\$221,150
Services & Supplies							
Instate Travel	200	-	-	-	-	-	200
Employee Training	20,000	-	-	-	-	-	20,000
Office Expenses	5,000	-	-	-	-	-	5,000
Telecommunications	500	-	-	-	-	-	500
Data Processing	200	-	-	-	-	-	200
Publicity and Publications	500	-	-	-	-	-	500
Professional Services	(45,510)	-	-	-	-	-	(45,510)
Employee Recruitment and Develop	(10,234)	-	-	-	-	-	(10,234)

____ Agency Request
2015-17 Biennium

____ Governor's Budget
Page _____

____ Legislatively Adopted
Essential and Policy Package Fiscal Impact Summary - BPR013

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 109 - Deputy Supt Office Reorg

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Services & Supplies							
Facilities Rental and Taxes	2,200	-	-	-	-	-	2,200
Other Services and Supplies	28,600	-	-	-	-	-	28,600
IT Expendable Property	6,980	-	-	-	-	-	6,980
Total Services & Supplies	\$8,436	-	-	-	-	-	\$8,436
Total Expenditures							
Total Expenditures	229,586	-	-	-	-	-	229,586
Total Expenditures	\$229,586	-	-	-	-	-	\$229,586
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-
Total Positions							
Total Positions							1
Total Positions	-	-	-	-	-	-	1
Total FTE							
Total FTE							1.00
Total FTE	-	-	-	-	-	-	1.00

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PDPDFISCAL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 7

REPORT: PACKAGE FISCAL IMPACT REPORT

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 Department Operations

PACKAGE: 109 - Deputy Supt Office Reorg

POSITION NUMBER	CLASS	COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
0000059	MMS	X7010	AA PRINCIPAL EXECUTIVE/MANAGER F	1-	1.00-	24.00-	09	8,917.00	107,004- 40,402-	107,004- 40,403-			214,008- 80,805-
0000059	MMS	X7010	AA PRINCIPAL EXECUTIVE/MANAGER F	1	1.00	24.00	09	8,917.00	107,004 40,402	107,004 40,403			214,008 80,805
0000086	MMN	X1322	AA HUMAN RESOURCE ANALYST 3	1-	1.00-	24.00-	08	6,663.00	79,956- 34,061-	79,956- 34,063-			159,912- 68,124-
0000086	MMN	X1322	AA HUMAN RESOURCE ANALYST 3	1	1.00	24.00	08	6,663.00	79,956 34,061	79,956 34,063			159,912 68,124
0000174	MMS	X0873	AA OPERATIONS & POLICY ANALYST 4	1	1.00	24.00	07	7,343.00	176,232 71,950				176,232 71,950
0000174	MMS	X7006	AA PRINCIPAL EXECUTIVE/MANAGER D	1-	1.00-	24.00-	08	6,998.00	167,952- 70,009-				167,952- 70,009-
0000179	MMN	X1319	AA HUMAN RESOURCE ASSISTANT	1-	1.00-	24.00-	05	3,389.00	40,668- 24,852-	40,668- 24,854-			81,336- 49,706-
0000179	MMN	X1319	AA HUMAN RESOURCE ASSISTANT	1	1.00	24.00	05	3,389.00	40,668 24,852	40,668 24,854			81,336 49,706
0000590	MMN	X1322	AA HUMAN RESOURCE ANALYST 3	1-	1.00-	24.00-	08	6,663.00	79,956- 34,061-	79,956- 34,063-			159,912- 68,124-
0000590	MMN	X1322	AA HUMAN RESOURCE ANALYST 3	1	1.00	24.00	08	6,663.00	79,956 34,061	79,956 34,063			159,912 68,124
0000591	MMN	X1320	AA HUMAN RESOURCE ANALYST 1	1-	1.00-	24.00-	07	4,742.00	56,904- 28,658-	56,904- 28,659-			113,808- 57,317-
0000591	MMN	X1320	AA HUMAN RESOURCE ANALYST 1	1	1.00	24.00	07	4,742.00	56,904 28,658	56,904 28,659			113,808 57,317
0000842	MESNZ	7012	AA PRINCIPAL EXECUTIVE/MANAGER G	1-	1.00-	24.00-	09	10,306.00	247,344- 88,619-				247,344- 88,619-
0000842	MESNZ	7014	EA PRINCIPAL EXECUTIVE/MANAGER H	1	1.00	24.00	09	11,934.00	286,416 95,052				286,416 95,052
0001094	MMN	X1321	AA HUMAN RESOURCE ANALYST 2	1-	1.00-	24.00-	06	5,231.00		96,983- 46,402-	28,561- 13,666-		125,544- 60,068-
0001094	MMN	X1321	AA HUMAN RESOURCE ANALYST 2	1	1.00	24.00	06	5,231.00		96,983 46,402	28,561 13,666		125,544 60,068

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPFISCAL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 8

REPORT: PACKAGE FISCAL IMPACT REPORT

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 Department Operations

PACKAGE: 109 - Deputy Supt Office Reorg

POSITION NUMBER	CLASS	COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
1517527	MMN	X1320	AA HUMAN RESOURCE ANALYST 1	1-	1.00-	24.00-	05	4,305.00	51,660- 27,429-	51,660- 27,430-			103,320- 54,859-
1517527	MMN	X1320	AA HUMAN RESOURCE ANALYST 1	1	1.00	24.00	05	4,305.00	51,660 27,429	51,660 27,430			103,320 54,859
1711032	MMN	X1339	AA TRAINING & DEVELOPMENT SPEC 2	1	1.00	24.00	02	4,518.00	108,432 56,057				108,432 56,057
TOTAL PICS SALARY									155,784				155,784
TOTAL PICS OPE									64,431				64,431
TOTAL PICS PERSONAL SERVICES =									---	-----	-----	-----	-----
									1	1.00	24.00		220,215

DEPARTMENT OPERATIONS

Package 151 – Youth Development Division Position Cleanup

Problem:

At the close of the 2011-13 biennium, after the State Commission on Children and Families was abolished, the agency was divided into the Early Learning Council and Youth Development Council. At that time several positions were created and structured so as to share duties between the two programs. Some were temporary fixes.

Subsequently, starting with the 2013-15 biennium, both ELD and YDD staff were transferred to the Department of Education as separate divisions. During the development of the 2013-15 budget, discussions occurred among the YDC, the DAS/Chief Financial Office (CFO), and the Governor's Office with confirmation given to the YDC that its division would be fully staffed during the 2015-17 biennium. To that end, this package seeks to adjust classifications to reflect work being performed and requests a new position to implement the YDC's funding model and maintain required operational levels.

Process and Actions to Date:

Deputy Director (Position 7112028) - This position was reclassified from a Communications Specialist to a PEM D at YDC's creation. The position serves as the Youth Development Council/Division Director's Chief Advisor, leading daily division operations, overseeing the work of key program staff, developing and maintaining the YDD Strategic Plan and Strategic Initiatives, moving forward legislation and rules regarding Youth Development, and serves on the Department of Education's Executive Management Team. In addition, this position handles all cross-system ODE team coordination, HR and fiscal monitoring and reporting. This position also writes, edits and handles all internal and external communications. The position also staffs two council committees. This package requests a reclassification to a PEM E, as reviewed and approved by the department's Human Resources Unit. As noted in the HR review, "the scope and size of responsibility for this position appropriately falls under PEM E." Had the position supervised more staff and directed preparation of budget (rather than prepare and direct the preparation of the budget), it would have been approved for PEM F.

Executive Support Staff (Executive Support Specialist 1) (Position 7112200) - The Division currently has a vacant 0.50 FTE Office Specialist 1 position that is used to help pay for the Executive Support needs, currently provided through a double-fill on a full-time administrative support position. This package requests a reclassification and increase in months to create a permanent full-time Executive Support position. The newly created position is needed to support the Director, Deputy Director, and other program staff by handling travel requests and scheduling meetings, along with supporting the entire Youth Development Council, which is the State Advisory Group to fulfill the federal requirements of the Office of Juvenile Justice and Delinquency Prevention. The council meets quarterly, as well as monthly to bi-monthly in workgroup meetings, to conduct its work. Members of the council and YDD staff must travel to Washington D.C., every year to train as part of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) State Advisory Group (SAG) requirements. The ESS-1

handles the travel and meeting schedule, along with other office support functions, including writing meeting minutes and performing other internal office functions supporting division operations.

Juvenile Crime Prevention Manager (Position 7112024) - This is now a Program Analyst 3, working out of class as a Program Analyst 4, and needs to be permanently reclassified to a Program Analyst 4. As summarized by the Human Resources Unit's analyst: "The high-level, very political, statewide program (has) independent responsibilities, and the delegated authorities given to this position indicate it needs to be permanently reclassified from the current classification of Program Analyst 3 to Program Analyst 4. This position has responsibility for a large program in which the scope and impact of recommendations, decisions, and commitments have impact on other activities in the program or the state or other jurisdictions' programs. This employee is a technical expert within the program area and has the ultimate responsibility to integrate the JCP program among organizations with conflicting, overlapping, and inconsistent requirements or objectives. I agree with the recommendation of the DAS (work out of class) review done on August 8, 2012. This position's duties and responsibilities are in the Program Analyst 4 classification."

Federal Compliance Monitor (Position 7112124) – This position has been reclassified from a Program Analyst 3 to a Compliance Specialist 3. Both positions are level 29 and there is no budgetary impact.

Operations and Policy Analyst 4 (Position 1715501) - This position currently is a limited duration position (1515573) and this package requests a new full-time permanent position for ongoing work. This position has created and implemented a new funding model that aligns with the direction of the council and with the Governor's 40-40-20 Education Initiative. The funding model will need to be closely monitored and needs further development as this position implements the new system of dispersing investments in communities throughout Oregon. Because specific, targeted outcomes are required from communities, it is imperative that the division retain an analyst with seasoned judgment. This allows for competent negotiation and the ability to offer training and technical assistance to the many funding recipients - well over 60 - who have a wide range of experience with outcome expectations. This position also serves a vital function as one who can build relationships with funders both in Oregon and nationally to develop funding opportunities. This position is leading a coordinated strategy of funding and policy development to help build youth development policy in Oregon and nationally. The position serves as program staff to YDC subcommittees, including the Data, Research, and Evaluation Committee, which requires a high degree of competence in that program area, including assessment and analysis of research data and reports. The position also serves as Legislative Coordinator of the division, drafting legislation and managing intergovernmental and interagency relationships as the primary point of contact for state legislators, the Oregon congressional delegation, and other elected officials. The position also coordinates administrative rules and other key legislative policy issues relating to youth development. This position description has been reviewed by the ODE Human Resources unit for appropriate classification.

Proposed Solutions:

The Division requests stabilization of current positions as outlined above, including establishment of one new position (1.50 FTE), as well as an increase in General Fund to fund these changes.

Equity Analysis:

The Youth Development Division staff is culturally and linguistically diverse; in fact, it has one of the highest levels of racial equity of any ODE *division*. The Juvenile Crime Prevention Manager is a Georgetown Fellow trained specifically on Disproportionate Minority Contact and how to implement the program in communities statewide. The staff is trained on implementing the use of Indicators of Need in its funding model, which addresses equity statewide.

List Staff Impact:

✓ <i>Reclassify to correct current WOC status for ongoing workload</i>	
Position 7112024	from MMN X0862 AA to MMN X0863 AA, 24 months, salary range 29
Position 7112124	from UA C0862 AA to UA C5248 AA, 24 months, salary range 29
Position 7112028	from MESN Z7006 AA to MESN X7008 AA, 24 months, salary range 33X
Position 7112200	from UA C0103 AA to MMN X0118 AA, and increase months from 12 to 24 months, (+ 0.50 FTE)

✓ <i>Establish for ongoing workload (established in 2013-15 as limited-duration) using Child Care Development Fund dollars</i>	
Position 1715501	MMN X0873 AA, Operations & Policy Analyst 4, PF (permanent, full-time), 24 months.

Positions: 1
 FTE: 1.50

Quantifying Results:

If the proposal is approved, the YDD will be better able to provide the staffing it needs to fully operationalize the division and support its alignment with the broader 40-40-20 education goals, delivering programs and services to Opportunity Youth and Priority Youth. Specific performance measurements are currently being developed to result in educational success for these youth, ages 6-20. These outcome measures will align with the Oregon Education Investment Board and Oregon Department of Education strategic plans. The YDD supports the Oregon Education Investment Board’s Key Student Outcomes’ Strategy of Increasing Students on Track with Credits by End of 9th Grade by implementing legislatively approved investments. Initial awarding of funds is now underway. Those funds will be granted to communities by the first week of September 2014. The new funding model is designed to advance the Oregon Education Investment Board strategy 1.2: Supporting Out of School Youth; strategy 1.4: Invest in Regional Collaboration and Collective Responsibility; and strategy 2.3: Transformational, Innovative, and Effective Strategic Investments.

OREGON DEPARTMENT OF EDUCATION

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Personal Services	\$570,381	(\$301,845)		\$268,536
Services & Supplies	24,930			24,930
Total Request	\$595,311	(\$301,845)	\$0	\$293,466

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 151 - YDD Position Cleanup

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	595,311	-	-	-	-	-	595,311
Total Revenues	\$595,311	-	-	-	-	-	\$595,311
Personal Services							
Class/Unclass Sal. and Per Diem	385,728	-	(194,124)	-	-	-	191,604
Empl. Rel. Bd. Assessments	132	-	(88)	-	-	-	44
Public Employees' Retire Cont	60,907	-	(30,653)	-	-	-	30,254
Social Security Taxes	29,508	-	(14,850)	-	-	-	14,658
Unemployment Assessments	-	-	-	-	-	-	-
Worker's Comp. Assess. (WCD)	207	-	(138)	-	-	-	69
Mass Transit Tax	2,315	-	(936)	-	-	-	1,379
Flexible Benefits	91,584	-	(61,056)	-	-	-	30,528
Total Personal Services	\$570,381	-	(\$301,845)	-	-	-	\$268,536
Services & Supplies							
Instate Travel	7,500	-	-	-	-	-	7,500
Out of State Travel	2,000	-	-	-	-	-	2,000
Employee Training	500	-	-	-	-	-	500
Publicity and Publications	200	-	-	-	-	-	200
Other Services and Supplies	8,500	-	-	-	-	-	8,500
Expendable Prop 250 - 5000	6,230	-	-	-	-	-	6,230
Total Services & Supplies	\$24,930	-	-	-	-	-	\$24,930

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 151 - YDD Position Cleanup

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Total Expenditures							
Total Expenditures	595,311	-	(301,845)	-	-	-	293,466
Total Expenditures	\$595,311	-	(\$301,845)	-	-	-	\$293,466
Ending Balance							
Ending Balance	-	-	301,845	-	-	-	301,845
Total Ending Balance	-	-	\$301,845	-	-	-	\$301,845
Total Positions							
Total Positions							1
Total Positions	-	-	-	-	-	-	1
Total FTE							
Total FTE							1.50
Total FTE	-	-	-	-	-	-	1.50

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPFISCAL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 9

REPORT: PACKAGE FISCAL IMPACT REPORT

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 Department Operations

PACKAGE: 151 - YDD Position Cleanup

POSITION NUMBER CLASS COMP CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
1715501 MMN X0873 AA OPERATIONS & POLICY ANALYST 4	1	1.00	24.00	02	5,764.00	138,336 63,067				138,336 63,067
7112024 MMN X0862 AA PROGRAM ANALYST 3	1-	1.00-	24.00-	05	5,764.00	138,336- 63,067-				138,336- 63,067-
7112024 MMN X0863 AA PROGRAM ANALYST 4	1	1.00	24.00	04	6,046.00	145,104 64,653				145,104 64,653
7112028 MESNZ7006 AA PRINCIPAL EXECUTIVE/MANAGER D	1-	1.00-	24.00-	08	6,998.00			167,952- 70,009-		167,952- 70,009-
7112028 MESNZ7008 AA PRINCIPAL EXECUTIVE/MANAGER E	1	1.00	24.00	07	7,343.00	176,232 71,950				176,232 71,950
7112124 UA C0862 AA PROGRAM ANALYST 3	1-	1.00-	24.00-	03	4,791.00			114,984- 57,593-		114,984- 57,593-
7112124 UA C5248 AA COMPLIANCE SPECIALIST 3	1	1.00	24.00	03	4,791.00			114,984 57,593		114,984 57,593
7112200 MMN X0118 AA EXECUTIVE SUPPORT SPECIALIST 1	1	1.00	24.00	01	2,683.00	64,392 45,735				64,392 45,735
7112200 UA C0103 AA OFFICE SPECIALIST 1	1-	.50-	12.00-	02	2,181.00			26,172- 36,776-		26,172- 36,776-
TOTAL PICS SALARY						385,728		194,124-		191,604
TOTAL PICS OPE						182,338		106,785-		75,553
TOTAL PICS PERSONAL SERVICES =						1	1.50	36.00		568,066
								300,909-		267,157

DEPARTMENT OPERATIONS

Package 160 – Age 0 to Grade 3

Problem:

Oregon is not meeting its third grade benchmark goals of 100 percent by 2014, as required by No Child Left Behind (NCLB) legislation. For 2015, the goal was reduced to reflect a change to new Annual Measurable Objective (AMO) targets included in Oregon's ESEA waiver. Although lower than the targets set under NCLB, these new targets will still require Oregon schools to show improvement to help students succeed. Currently only 66 percent of third graders are meeting or exceeding the goal. Additionally, optional full-day kindergarten is funded through the State School Fund distribution formula beginning with the 2015-16 school year. The Oregon Education Investment Board (OEIB) and Oregon Department of Education, in collaboration with the Early Learning Council, have made the K-3 Literacy Initiative the number one priority in education.

In the 2013 legislative session, House Bill 3232 and House Bill 3233 allowed funding to support closing achievement and opportunities gaps for all culturally and linguistically diverse students, the creation of Dual Language Programs, training supports for culturally responsive teaching and practices, and the creation of a new Education Equity Unit within in the Department of Education.

Grant funding was awarded to address the disparities that were occurring at all levels of our education system. Huge strides have been made toward equity because of the strategic supports that the funding and the Education Equity Unit have been able to provide. Because our Education Equity Unit is small, each of us has had the opportunity to participate and contribute our expertise in the many facets of our organization. Although the connections have been fruitful, we have not been able to go as deep as we would like in order to create meaningful supports and connections with the community at large. To address goal #4 of the ODE Strategic Plan, "*ODE meaningfully engages parents, stakeholders, and the larger community to help make Oregon's schools the best in the country,*" there has been outreach and the creation of a Community Advisory Group. Unfortunately, because of the demands of our current workload, travel and participation with our community stakeholders has been minimal at best. Having a specific role, where targeted outreach can occur in collaboration with current efforts, would help move the strategic plan goals forward in a more meaningful way.

Proposed Solution:

The K-3 reading proposal lines out a plan to maximize efforts in getting all the students in the state to read at grade level by third grade. There is a particular emphasis on addressing the opportunity gap for students of color, by adding time and intensity to instruction, as well as engaging families and children at a young age. The proposal focuses on evidence-based practices starting before kindergarten to close the gap before it even begins. The department is proposing four strategies to impact successfully meeting targets for third grade reading, while addressing disparities that occur at all levels of the education system:

- Funding for full-day kindergarten

OREGON DEPARTMENT OF EDUCATION

- Increased time and intensity to CORE and intervention programs – this will account for the regular, main curriculum delivered during the day for literacy (CORE) as well as the remediation needed for students who are struggling (interventions) (\$1.0 million)
- Focused professional development with support from instructional coaches (\$2.2 million)
- Engagement between schools and families/community based organizations. It is difficult to talk about these strategies in isolation, because they come together as a package to have the biggest impact. This would all begin in 2015 with approval from the Legislature, with hopes of going on for at least three biennia. (\$0.2 million)

The package comprises funding for staffing as well as related services and supplies (\$3.4 million); grant-in-aid (\$177.14 million) and school funding (\$211.41 million) for a total request of \$391.97 million.

Equity Analysis:

The target population for these strategies will be our students of color. It is clear these are the children most “at-risk” for underperforming and they represent Oregon’s best opportunity to improve overall educational outcomes. Embedded in these strategies are culturally relevant practices, which will engage wraparound services from teachers, parents/families, and community based organizations. These types of partnerships are the best way to address persistent educational disparities for children of color.

Staff Impact:

<i>✓ Establish new positions</i>	
Position 1711034	MMN X0862, Program Analyst 3, PF (perm, full-time), 24 months. Community Outreach Coordinator (Equity Unit)
Position 1713016	MESN, Z7010, Principle/Executive Mgr F, PF (perm, full-time), 24 months. Literacy Director (ISAA Unit)
Position 1713017	C2301, Educ Program Specialist 2, PF (perm, full-time), 24 months. RTI/Literacy Specialist (ISAA Unit)
Position 1713018	C2301, Educ Program Specialist 2, PF (perm, full-time), 24 months. Literacy Coach (ISAA Unit)
Position 1713019	C2301, Educ Program Specialist 2, PF (perm, full-time), 24 months. Literacy Coach (ISAA Unit)
Position 1713020	C2301, Educ Program Specialist 2, PF (perm, full-time), 24 months. Literacy Coach (ISAA Unit)
Position 1713021	C2301, Educ Program Specialist 2, PF (perm, full-time), 24 months. Literacy Coach (ISAA Unit)

Positions: 7
 FTE: 7.00

Quantifying Results:

Academic achievement in reading will be measured by Smarter Balanced assessments in third grade. In Kindergarten, first and second grades, DIBELS, EZCBM, or another curriculum-based measure (to be determined) will be used to measure progress. Increased academic achievement will need to be checked from the beginning to end of each school year.

OREGON DEPARTMENT OF EDUCATION

Revenue Source:

Note: Package 160 affects three areas of the budget [Operations, Grant-in-aid and School Funding). For ease of reading, the narrative describes the entire package and appears in the Operations, Grant-in-aid and School Funding sections of the budget document. However, this "Revenue Section" mirrors what is entered into the Oregon Budget Information Tracking System (ORBITS) by SCR. These are the revenue numbers for SCR 100 - Operations:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Personal Services	\$1,549,426			\$1,549,426
Services & Supplies	251,531			251,531
Total Request	<u>\$1,800,957</u>	\$0	\$0	<u>\$1,800,957</u>

This package was submitted in the Agency Request Budget as Package 102, K-3 Literacy Initiative. It is included, as amended, in the Governor's Recommended Budget as package 160 and 161, Age 0 to Grade 3.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 160 - Age 0 to Grade 3

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	1,800,957	-	-	-	-	-	1,800,957
Total Revenues	\$1,800,957	-	-	-	-	-	\$1,800,957
Personal Services							
Class/Unclass Sal. and Per Diem	935,400	-	-	-	-	-	935,400
Empl. Rel. Bd. Assessments	308	-	-	-	-	-	308
Public Employees' Retire Cont	147,701	-	-	-	-	-	147,701
Social Security Taxes	71,556	-	-	-	-	-	71,556
Unemployment Assessments	186,428	-	-	-	-	-	186,428
Worker's Comp. Assess. (WCD)	483	-	-	-	-	-	483
Mass Transit Tax	11,186	-	-	-	-	-	11,186
Flexible Benefits	213,696	-	-	-	-	-	213,696
Reconciliation Adjustment	(17,332)	-	-	-	-	-	(17,332)
Total Personal Services	\$1,549,426	-	-	-	-	-	\$1,549,426
Services & Supplies							
Instate Travel	105,000	-	-	-	-	-	105,000
Employee Training	10,000	-	-	-	-	-	10,000
Publicity and Publications	600	-	-	-	-	-	600
Agency Program Related S and S	31,231	-	-	-	-	-	31,231
Expendable Prop 250 - 5000	104,700	-	-	-	-	-	104,700
Total Services & Supplies	\$251,531	-	-	-	-	-	\$251,531

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 160 - Age 0 to Grade 3

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Total Expenditures							
Total Expenditures	1,800,957	-	-	-	-	-	1,800,957
Total Expenditures	\$1,800,957	-	-	-	-	-	\$1,800,957
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-
Total Positions							
Total Positions							7
Total Positions	-	-	-	-	-	-	7
Total FTE							
Total FTE							7.00
Total FTE	-	-	-	-	-	-	7.00

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PDPDFISCAL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 10

REPORT: PACKAGE FISCAL IMPACT REPORT

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 Department Operations

PACKAGE: 160 - Age 0 to Grade 3

POSITION NUMBER	CLASS	COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
1711034	MMN	X0862	AA PROGRAM ANALYST 3	1	1.00	24.00	02	4,979.00	119,496 58,650				119,496 58,650
1713016	MESNZ	7010	AA PRINCIPAL EXECUTIVE/MANAGER F	1	1.00	24.00	02	6,351.00	152,424 66,369				152,424 66,369
1713017	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	02	5,529.00	132,696 61,745				132,696 61,745
1713018	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	02	5,529.00	132,696 61,745				132,696 61,745
1713019	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	02	5,529.00	132,696 61,745				132,696 61,745
1713020	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	02	5,529.00	132,696 61,745				132,696 61,745
1713021	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	02	5,529.00	132,696 61,745				132,696 61,745
TOTAL PICS SALARY									935,400				935,400
TOTAL PICS OPE									433,744				433,744
TOTAL PICS PERSONAL SERVICES =									---	-----	-----	-----	-----
TOTAL PICS PERSONAL SERVICES =									7	7.00	168.00		1,369,144

OREGON DEPARTMENT OF EDUCATION

DEPARTMENT OPERATIONS

Package 165 - Longitudinal Database

Problem: The 2013 Legislature approved appropriation of \$700,000 to provide a thorough business case analysis of the need for a longitudinal data system that supports assessment and achievement of education from kindergarten through college. A business case for development of a statewide longitudinal database reaching from early childhood through postsecondary education that encourages accountability for outcomes and provides better information for policy-makers, educators, students and their families to ensure progress along the entire educational path.

Proposed Solution: Create a longitudinal data system that supports assessment and achievement from kindergarten to college.

The Governor’s capital budget includes \$10.2 million in general obligation bond debt capacity to begin development of the database, based on the business case analysis that was completed in 2013-15. The Governor’s 10-Year Budget reserves additional debt capacity in future biennia to complete development of the database system.

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Services & Supplies	\$0	\$10,220,000		\$10,220,000
Total Request	\$0	\$10,220,000		\$10,220,000

This package was added in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 165 - Longitudinal DB

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Obligation Bonds	-	-	10,220,000	-	-	-	10,220,000
Total Revenues	-	-	\$10,220,000	-	-	-	\$10,220,000
Services & Supplies							
Agency Program Related S and S	-	-	10,220,000	-	-	-	10,220,000
Total Services & Supplies	-	-	\$10,220,000	-	-	-	\$10,220,000
Total Expenditures							
Total Expenditures	-	-	10,220,000	-	-	-	10,220,000
Total Expenditures	-	-	\$10,220,000	-	-	-	\$10,220,000
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

DEPARTMENT OPERATIONS

Package 189 – Community Innovation Centers

Problem:

Over the past four years, the Governor and Legislature have developed community-based partnerships that are poised to engage and integrate public, private and civic sectors in a robust way. These regional efforts in health (Coordinated Care Organizations), early education (Early Learning Hubs), education (Regional Achievement Collaboratives), workforce (Workforce Investment Boards) and economic development (Regional Solutions Advisory Committees) are built to expand our capacity to address complex problems and take action on the ground to improve outcomes and reduce disparities in key state outcomes. These key state outcomes – increasing numbers of healthy children, ready for kindergarten, reading by 3rd grade, completing high school, earning degrees & certificates, and engaging in meaningful work – represent the conditions necessary to achieve 40-40-20, as well as its ultimate promise.

To ensure successful implementation of these new and innovative collaborative models, a Center for Community Innovation is proposed in the Higher Education Coordinating Commission. The Center is unique in that its primary purposes are (1) to support the collaboratives across the state in implementing cross-sector, regionally-developed plans for improving outcomes; (2) to support state agencies in working collaboratively across silos; (3) to provide technical assistance and policy expertise to the collaboratives. Critical to the success of the Center is ensuring that it is working closely with policy experts in the Oregon Department of Education, to ensure that the collaboratives on the ground have access to state best practices and a clear connection to the work of the agency.

Proposed Solution:

In order to ensure that the Center for Community Innovation is connected to the Oregon Department of Education and that the Center has access to sufficient education and early learning policy expertise, two (2.00) FTE are requested to serve as “Policy-to-Practice” experts in collaboration with staff at the Center for Community Innovation.

Equity / Return on Investment:

The community-based collaboratives in health (CCOs), early learning (hubs), education (RACs), workforce investment boards (WIBs), and economic development (Regional Solutions) have all been approved by the legislature and the Governor and are key modes of implementation for achieving the state’s 10-year plan outcomes in these policy areas. In education, those key outcomes are ready for kindergarten, reading at grade level in 3rd grade, on track in 9th grade, high school completion, and earning a certificate or degree. In addition to improving key state outcomes, the collaboratives are charged with reducing disparities that exist for communities of color, English language learners and rural Oregonians.

OREGON DEPARTMENT OF EDUCATION

The purpose of creating a Center for Community Innovation and having the Department of Education dedicate two policy experts in education and early education to support the collaboratives on the ground is to ensure progress on these critical equity outcomes and to ensure we see return on the state’s investment in collaboratives by ensuring they are supported and that we are linking private, philanthropic and civic sources of funding.

Quantifying Results:

The Center for Community Innovation would achieve the following results:

- Every region of the state receives technical assistance and support in developing a plan for addressing key state outcomes
- Philanthropy, private and civic resources are leveraged and aligned with state resources to support local action
- Regions have access to shared learning and best practices in collaboration and transformational strategies
- Barriers to successful implementation are addressed and state agencies are supported in developing ways to work beyond traditional silos.

Staff Impact:

✓ Establish new positions	
Position 1715039	MMN X7010, Principle/Executive Mgr. F, PF (perm, full-time), 24 months. Early Learning Policy-to-Practice Expert
Position 1715040	MMN X7010, Principle/Executive Mgr. F, PF (perm, full-time), 24 months. Education Policy-to-Practice Expert

Positions: 2
 FTE: 2.00

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Personal Services	\$589,625	\$0	\$0	\$589,625
Services & Supplies	31,956			31,956
Total Request	\$621,581	\$0	\$0	\$621,581

This package is approved as added in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 189 - Community Innovation Center

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	621,581	-	-	-	-	-	621,581
Total Revenues	\$621,581	-	-	-	-	-	\$621,581
Personal Services							
Class/Unclass Sal. and Per Diem	304,848	-	-	-	-	-	304,848
Empl. Rel. Bd. Assessments	88	-	-	-	-	-	88
Public Employees' Retire Cont	48,136	-	-	-	-	-	48,136
Social Security Taxes	23,320	-	-	-	-	-	23,320
Unemployment Assessments	30,485	-	-	-	-	-	30,485
Worker's Comp. Assess. (WCD)	138	-	-	-	-	-	138
Mass Transit Tax	1,829	-	-	-	-	-	1,829
Flexible Benefits	61,056	-	-	-	-	-	61,056
Other OPE	119,725	-	-	-	-	-	119,725
Reconciliation Adjustment	-	-	-	-	-	-	-
Total Personal Services	\$589,625	-	-	-	-	-	\$589,625
Services & Supplies							
Agency Program Related S and S	31,956	-	-	-	-	-	31,956
Total Services & Supplies	\$31,956	-	-	-	-	-	\$31,956
Total Expenditures							
Total Expenditures	621,581	-	-	-	-	-	621,581
Total Expenditures	\$621,581	-	-	-	-	-	\$621,581

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 189 - Community Innovation Center

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-
Total Positions							
Total Positions							2
Total Positions	-	-	-	-	-	-	2
Total FTE							
Total FTE							2.00
Total FTE	-	-	-	-	-	-	2.00

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPFISCAL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 11

REPORT: PACKAGE FISCAL IMPACT REPORT

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 Department Operations

PACKAGE: 189 - Community Innovation Center

POSITION NUMBER	CLASS	COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
1715039	MMN	X7010	AA PRINCIPAL EXECUTIVE/MANAGER	F 1	1.00	24.00	02	6,351.00	152,424 66,369				152,424 66,369
1715040	MMN	X7010	AA PRINCIPAL EXECUTIVE/MANAGER	F 1	1.00	24.00	02	6,351.00	152,424 66,369				152,424 66,369
TOTAL PICS SALARY									304,848				304,848
TOTAL PICS OPE									132,738				132,738
				---	-----	-----			-----	-----	-----	-----	
TOTAL PICS PERSONAL SERVICES =				2	2.00	48.00			437,586				437,586

DEPARTMENT OPERATIONS

Package 198 – Early Learning Regional Coordinators

Problem:

Oregon Department of Education and Oregon Education Investment Board have launched several education initiatives that require regions to work collaboratively and form partnerships between education institutions and beyond, with nonprofits, other agencies, private sectors and local governments. These efforts include Regional Achievement Collaboratives (RACs), which are operating in 13 regions of the state, STEM hubs, and Eastern Promise replication sites. Having local points of contact at Oregon Department of Education to support implementation of these efforts is critical.

Proposed Solution:

Regional Achievement Coordinators will serve as the key liaisons between the Oregon Department of Education and their assigned geographic areas for purposes of coordinating, supporting & aligning collaborative efforts to improve key education outcomes. Specifically, the Regional Achievement Coordinators will support, participate in, and serve as a single point of contact to the Oregon Department of Education and other relevant state agencies for their assigned region's Regional Achievement Collaborative, STEM and/or CTE hub, and other collaborative or multi-sector education projects that are a priority in the region, including coordinating with state staff supporting early learning hubs.

Equity / Return on Investment:

RACs are specifically charged with building partnerships and implementing strategies aimed at improving key education outcomes – ready for kindergarten, 3rd grade reading, 9th grade on track, high school completion and degrees/certificates – and reducing disparities that exist for communities of color, English language learners and rural Oregonians. The Regional Achievement Coordinators would serve as key liaisons between regions of the state and the Oregon Department of Education to ensure successful progress toward these outcomes as well as to ensure return on the state's investment by providing support and capacity to regions to leverage investments and build partnerships that will ensure sustainability.

Quantifying Results:

- Coordinators will work across public, private, and civic sectors to identify and support regional projects that improve the key educational outcomes, and reduce disparities, in age 3 to grade 3 literacy, increasing college & career opportunities, and connecting youth to the world of work
- Coordinators will work closely with directors from ODE, OEIB, HECC, Governor's office and other relevant agencies to ensure state policy and programs align with local priorities and on-the-ground implementation.

OREGON DEPARTMENT OF EDUCATION

- Coordinators will Identify and resolve program or policy barriers that are impeding local implementation of priorities, and to ensure that the state provides coordinated, customer-service oriented responses in the development of potential solutions.

Staff Impact:

✓ Establish new positions	
Position 1715041	MMN X7010, Principle/Executive Mgr. F, PF (perm, full-time), 21 months. Regional Achievement Coordinator
Position 1715042	MMN X7010, Principle/Executive Mgr. F, PF (perm, full-time), 21 months. Regional Achievement Coordinator
Position 1715043	MMN X7010, Principle/Executive Mgr. F, PF (perm, full-time), 21 months. Regional Achievement Coordinator
Position 1715044	MMN X7010, Principle/Executive Mgr. F, PF (perm, full-time), 21 months. Regional Achievement Coordinator
<i>Position 1715045</i>	<i>MMN X7010, Principle/Executive Mgr. F, PF (perm, full-time), 21 months. Regional Achievement Coordinator</i>
<i>Position 1715046</i>	<i>MMN X7010, Principle/Executive Mgr. F, PF (perm, full-time), 21 months. Regional Achievement Coordinator</i>
<i>Position 1715047</i>	<i>MMN X7010, Principle/Executive Mgr. F, PF (perm, full-time), 21 months. Regional Achievement Coordinator</i>
<i>Position 1715048</i>	<i>MMN X7010, Principle/Executive Mgr. F, PF (perm, full-time), 21 months. Regional Achievement Coordinator</i>

Positions: 8
FTE: 7.00

Note: The Governor’s Office will request a technical adjustment to reduce this to 4 positions, 3.00 FTE

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Personal Services	\$2,063,687	\$0	\$0	\$2,063,687
Services & Supplies	111,839			111,839
Total Request	<u>\$2,175,526</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,175,526</u>

This package is approved as added in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 198 - Early Learn Regional Coord

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	2,175,526	-	-	-	-	-	2,175,526
Total Revenues	\$2,175,526	-	-	-	-	-	\$2,175,526
Personal Services							
Class/Unclass Sal. and Per Diem	1,066,968	-	-	-	-	-	1,066,968
Empl. Rel. Bd. Assessments	312	-	-	-	-	-	312
Public Employees' Retire Cont	168,472	-	-	-	-	-	168,472
Social Security Taxes	81,624	-	-	-	-	-	81,624
Unemployment Assessments	53,348	-	-	-	-	-	53,348
Worker's Comp. Assess. (WCD)	480	-	-	-	-	-	480
Mass Transit Tax	6,402	-	-	-	-	-	6,402
Flexible Benefits	213,696	-	-	-	-	-	213,696
Other OPE	472,385	-	-	-	-	-	472,385
Reconciliation Adjustment	-	-	-	-	-	-	-
Total Personal Services	\$2,063,687	-	-	-	-	-	\$2,063,687
Services & Supplies							
Agency Program Related S and S	111,839	-	-	-	-	-	111,839
Total Services & Supplies	\$111,839	-	-	-	-	-	\$111,839
Total Expenditures							
Total Expenditures	2,175,526	-	-	-	-	-	2,175,526
Total Expenditures	\$2,175,526	-	-	-	-	-	\$2,175,526

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 198 - Early Learn Regional Coord

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-
Total Positions							
Total Positions							8
Total Positions	-	-	-	-	-	-	8
Total FTE							
Total FTE							7.00
Total FTE	-	-	-	-	-	-	7.00

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PDPDFISCAL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 12

REPORT: PACKAGE FISCAL IMPACT REPORT

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 Department Operations

PACKAGE: 198 - Early Learn Regional Coord

POSITION NUMBER	CLASS	COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
1715041	MMN	X7010	AA PRINCIPAL EXECUTIVE/MANAGER	F	1	.88	21.00	02	6,351.00	133,371			133,371
									58,073				58,073
1715042	MMN	X7010	AA PRINCIPAL EXECUTIVE/MANAGER	F	1	.88	21.00	02	6,351.00	133,371			133,371
									58,073				58,073
1715043	MMN	X7010	AA PRINCIPAL EXECUTIVE/MANAGER	F	1	.88	21.00	02	6,351.00	133,371			133,371
									58,073				58,073
1715044	MMN	X7010	AA PRINCIPAL EXECUTIVE/MANAGER	F	1	.88	21.00	02	6,351.00	133,371			133,371
									58,073				58,073
1715045	MMN	X7010	AA PRINCIPAL EXECUTIVE/MANAGER	F	1	.88	21.00	02	6,351.00	133,371			133,371
									58,073				58,073
1715046	MMN	X7010	AA PRINCIPAL EXECUTIVE/MANAGER	F	1	.88	21.00	02	6,351.00	133,371			133,371
									58,073				58,073
1715047	MMN	X7010	AA PRINCIPAL EXECUTIVE/MANAGER	F	1	.88	21.00	02	6,351.00	133,371			133,371
									58,073				58,073
1715048	MMN	X7010	AA PRINCIPAL EXECUTIVE/MANAGER	F	1	.88	21.00	02	6,351.00	133,371			133,371
									58,073				58,073
TOTAL PICS SALARY									1,066,968				1,066,968
TOTAL PICS OPE									464,584				464,584
TOTAL PICS PERSONAL SERVICES =													
					8	7.04	168.00		1,531,552				1,531,552

OREGON DEPARTMENT OF EDUCATION

DEPARTMENT OPERATIONS (EARLY LEARNING)

Package 200 – Quality Assurance & Improvement

Problem:

Oregon's aspirational goal for the Early Learning System is all children get the best early learning care and education possible and receive high-quality child care services in any type of early learning program. This includes programs that are regulated through the Office of Child Care (formal care), those exempt from being licensed (*i.e.*, school-based child care), and informal child care provided by parents, family members, and friends. Because of differences in the types of care environments, the strategies to increase the quality of care will also vary.

For formal care programs, the Early Learning Division (ELD) measures quality through the Quality Rating and Improvement System (QRIS). This system is designed to raise both the quality and consistency of early learning programs and provide consumer education about the system to parents. The Early Learning Hubs, Oregon's new early learning service delivery system, are accountable for getting early childhood programs in their communities rated on the QRIS and to show an increase in quality in their programs. Supports and strategies include: maintenance of health and safety standards through consistent regulation, progressing to increased early learning program standards, program and practitioner technical assistance supports, financial incentives, quality rating levels and monitoring, tiered subsidies for very low-income families and professional development for the childhood care and education workforce.

Providing professional development opportunities for all providers (formal and informal) is a research-based strategy to produce a high-quality care and education workforce. To increase the knowledge and skill levels of this workforce, the ELD needs additional supports to incentivize more providers to achieve a two- or four-year degree in early childhood development. This workforce strategy dovetails with the Governor's 40-40-20 initiative. For families using informal child care who are receiving subsidies through the Employment Related Day Care (ERDC) Program, the Early Learning Division will require additional training and subsequent monitoring to increase the quality of care being provided. *With the increased monitoring and training of informal care environments and increasing participation in the QRIS, the Office of Child Care needs additional resources to assist with the increased workload.*

Proposed Solution:

This policy option package focuses on building a strong, high-quality system where early learning programs help prepare children for the transition into Kindergarten. Access to quality early learning environments provides the foundation for success in the first three grades. A child ready for Kindergarten is far more likely to read at grade level in third grade and requires less intensive remediation in both early and later grades. The package comprises \$1.95 million in special payments (grants) and \$3,562,178 for staffing as well as services and supplies (in Operations) for a total request of \$5,512,178.

OPERATIONS:

Early Learning Division Leadership:

\$521,263 General Fund / \$2,340,915 Federal Funds

During the first several years of building the infrastructure for the new Early Learning System in Oregon, the ELD has been using federal Race to the Top-Early Learning Challenge (RTT-ELC) grant funding. This grant will expire during the 2015-17 biennium. This is a system-building grant, not a direct service grant. It will be critical to systematize and institutionalize the changes that have been made possible by this investment in Oregon's policy direction. The loss of this grant ought not affect our ability to deliver on this agenda. The ELD requests \$2.3 million in Federal Funds expenditure limitation for 16 RTT-ELC limited staff through December 31, 2016 and \$400,000 in General Fund to keep six (6) of the 16 RTT-ELC staff to maintain the system as permanent full-time positions, including an Office Manager/Executive Assistant, Director of Programs & Policy, Fiscal Policy Analyst, Communications Director, Age 3 to Grade 3 Alignment Specialist and Hub Manager. The ELD also requests a Chief of Staff and QRIS Specialist to maintain the growing and evolving Early Learning System. These eight (8) positions would become permanent full-time General Fund positions in 2017-19. (\$476,078 GF 2015-17; \$2,786,033 GF 2017-19)

Equity:

\$200,000 General Fund / \$500,000 Federal Funds

The ELD is committed to equity for all children and families. Every early learner, regardless of circumstances, should receive high-quality early learning opportunities. The targeted investment to increase the pool of quality early learning settings- that are culturally specific and appropriate- in communities of color and communities of poverty, mapped to school catchment areas, will be the most specific strategy connected to the Equity Lens. The ELD is requesting \$700,000 in additional funds to provide on-going training, support and interpretive services or translations for families that speak a different language other than the five standard languages for which the ELD now provides assistance.

SPECIAL PAYMENTS (GRANTS):

Supporting the workforce:

\$1,750,000 Other Funds

One of the ELD goals is to help the Oregon Education Investment Board (OEIB) reach the Governor's 40-40-20 goal by increasing professional development opportunities for providers to get a two- or four-year degree focusing on early childhood development. A highly skilled early learning workforce will raise the quality of care and education provided to our most at-risk children to ensure that 100 percent of Oregon's early learners reach Kindergarten ready to learn and be on track to read at grade level in the third grade. The ELD plans to reach these goals through \$1.75 million in professional development scholarships and supports using the Child Care Contribution Tax Credit funds.

- The Child Care Contribution Tax Credit is scheduled to sunset on December 31, 2015. If this were to happen, the ELD would lose needed community funding that helps provide quality supports and incentives to programs trying to increase their quality environments and educational opportunities.
- The Child Care Contribution Tax Credit currently has a cap of \$500,000 per year. If the cap was increased, we could use these additional community funds to sustain focused quality funding on the most at-risk populations.
- A legislative concept has been submitted to have the sunset extended and the cap increased to \$2.5 million per year.

Health and Safety Quality Assurance:

\$200,000 Federal Funds

For the safety of the children in child care, the QRIS foundation and soon-to-be-enacted federal rules require licensed providers and providers receiving an ERDC subsidy to have an annual criminal background check performed by the Office of Child Care. Due to the increase in caseload from the additional informal care sites requiring background checks and the added Head Start sites, as well as from the increasing participation in the QRIS, background checks processing times have significantly increased and are impacting the ability of child care facilities to conduct business. Therefore, the ELD requests \$200,000 in additional funding to contract with the Department of Human Services to provide the informal care background checks, reducing the workload on the OCC staff. The OCC staff can then focus solely on the formal care background checks.

List Staff Impact:

✓ Establish limited-duration positions for ongoing workload using Race to the Top Funding	
Position 1715001	C1118, Research Analyst 4, LP (limited duration, part-time), 18 months, 0.38 FTE. This was approved in 2013-15 as position 1515081.
Position 1715002	C2301, Education Program Specialist 2, LP (limited duration, part-time), 18 months, 0.75 FTE. This was approved in 2013-15 as position 1515079.
Position 1715003	C0863, Program Analyst 4, LP (limited duration, full-time), 18 months, 0.75 FTE. This was approved in 2013-15 as position 1515076.
Position 1715004	C0863, Program Analyst 4, LP (limited duration, full -time), 18 months, 0.75 FTE. Approved in 2013-15 as position 1515077.
Position 1715005	C0872, Operations & Policy Analyst 3, LP (limited duration, full -time), 18 months, 0.75 FTE. This was approved in 2013-15 as position 15150709.
Position 1715006	C0856, Project Manager 3, LP (limited duration, full -time), 18 months, 0.75 FTE. This was approved in 2013-15 as position 1579707.
Position 1715007	C1487, Information Systems Specialist 8, LP (limited duration, full -time), 18 months, 0.75 FTE. This was approved in 2013-15 as position 1579705.
Position 1715008	ISS6, Information Systems Specialist 6, LP (limited duration, full -time), 18 months, 0.75 FTE. This was approved in 2013-15 as position 1579706.
Position 1715009	C1488, Information Systems Specialist 8, LP (limited duration, full -time), 18 months, 0.75 FTE. This was approved in 2013-15 as position 1579708.
Position 1715010	C2511, Electronic Publishing Design Spec 2, LP (limited duration, full -time), 18 months, 0.75 FTE. This was approved in 2013-15 as position 1515078.

OREGON DEPARTMENT OF EDUCATION

✓ Establish permanent, full-time positions for ongoing workload using 18 months Race To The Top federal grant and 6 months of General Fund. For 2017-19 biennium, positions would be funded solely with General Fund.	
Position 1715013	Z7010 Principal Executive Manager F, PF (permanent, full-time), 24 months, 1.00 FTE. This was approved in 2013-15 as position 1579701.
Position 1715014	C0873, Operations & Policy Analyst 4, PF (permanent, full-time), 24 months, 1.00 FTE. This was approved in 2013-15 as position 1579703.
Position 1715016	X0866, Public Affairs Specialist 3, PF (permanent, full-time), 24 months, 1.00 FTE. This was approved in 2013-15 as position 1515075.
Position 1715017	C0863, Program Analyst 4, PF (permanent, full-time), 24 months, 1.00 FTE. This was approved in 2013-15 as position 1515080.

✓ Establish new permanent position for ongoing workload, 100 percent federal funds (Race To The Top and CCDF):	
Position 1715011	C0872, Operations & Policy Analyst 3, PF (permanent, full-time), 24 months, 1.00 FTE

✓ Establish for permanent position for ongoing workload and to maintain the growing and evolving Early Learning System, using 18 months Race To The Top federal grant and 6 months of General Fund. For 17-19 biennium, position would be funded solely with General Fund.	
Position 1715015	Z0119, Executive Support Specialist 2, PF (permanent, full-time), 24 months, 1.00 FTE

✓ Establish new position to maintain the growing and evolving Early Learning System, 100 percent General Fund	
Position 1715012	X7010, Principal Executive Manager F, PF (permanent, full-time), 24 months, 1.00 FTE

Positions: 17
 FTE: 14.13

Quantifying Results:

Early Learning Hubs are specifically designed to improve outcomes for at-risk children from birth through age six. Specifically, Hubs are responsible for increasing kindergarten readiness, increasing family stability, and building a more coordinated and effective system. The following metrics are used:

Kindergarten readiness:

- Improved performance on the kindergarten assessment (within 2 years)
- 10 percent increase in the number of star rated quality early learning and care providers in the Hub coverage area (within 1 year)

Family stability:

OREGON DEPARTMENT OF EDUCATION

- 15 percent increase in the number of children who receive a developmental screen prior to age three (within 2 years)
- 5 percent decrease in child abuse and neglect as measured by reduction in the number of children entering the foster care system, decreasing the number of children who return to the foster care system multiple times and increasing the number of children who are able to receive services safely at home (strengthening and reunifying families) (2-5 years)

System coordination:

- Establishing shared referral practices, policies and procedures across health, human services, early learning and K-12 as evidenced by data sharing agreements and protocols, common/pooled waiting lists and an increased number of children on waiting lists receiving some service or touch point. (2-5 years)
- 15 percent increase in the number of completed referrals. (within 1 year)

Providing professional development incentives for the early learning workforce

- Increase the number of individuals in the early learning workforce receiving credentials by 10 percent (within 2 years)

Revenue Source:

Note: Package 200 affects two areas of the budget (Early Learning Operations and Grants). For ease of reading, the narrative describes the entire package (a total of \$5,512,178) and appears in both the Operations and Grants sections of the budget document. However, this “Revenue Section” mirrors what is entered into the Oregon Budget Information Tracking System (ORBITS) by SCR. These are the revenue numbers for SCR 100 - Operations:

	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services	\$476,078		\$2,309,955	\$2,786,033
Services & Supplies	245,185		530,960	776,145
Total Request	\$721,263	\$0	\$2,840,915	\$3,562,178

This package is approved in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 200 - EL Quality Assurance & Improvement

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	721,263	-	-	-	-	-	721,263
Employment Taxes	-	-	-	-	-	-	-
Federal Funds	-	-	-	2,840,915	-	-	2,840,915
Total Revenues	\$721,263	-	-	\$2,840,915	-	-	\$3,562,178

Personal Services							
Class/Unclass Sal. and Per Diem	303,744	-	-	1,415,259	-	-	1,719,003
Overtime Payments	-	-	-	-	-	-	-
Empl. Rel. Bd. Assessments	99	-	-	649	-	-	748
Public Employees' Retire Cont	47,960	-	-	223,474	-	-	271,434
Social Security Taxes	23,236	-	-	108,268	-	-	131,504
Unemployment Assessments	30,374	-	-	141,526	-	-	171,900
Worker's Comp. Assess. (WCD)	154	-	-	1,019	-	-	1,173
Mass Transit Tax	1,823	-	-	-	-	-	1,823
Flexible Benefits	68,688	-	-	419,760	-	-	488,448
Total Personal Services	\$476,078	-	-	\$2,309,955	-	-	\$2,786,033

Services & Supplies							
Instate Travel	13,125	-	-	7,500	-	-	20,625
Out of State Travel	3,500	-	-	2,000	-	-	5,500
Employee Training	875	-	-	500	-	-	1,375
Publicity and Publications	350	-	-	-	-	-	350
Professional Services	200,000	-	-	500,000	-	-	700,000
Other Services and Supplies	14,875	-	-	8,500	-	-	23,375

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 200 - EL Quality Assurance & Improvement

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Services & Supplies							
Expendable Prop 250 - 5000	12,460	-	-	12,460	-	-	24,920
Total Services & Supplies	\$245,185	-	-	\$530,960	-	-	\$776,145
Special Payments							
Other Special Payments	-	-	-	-	-	-	-
Total Special Payments	-	-	-	-	-	-	-
Total Expenditures							
Total Expenditures	721,263	-	-	2,840,915	-	-	3,562,178
Total Expenditures	\$721,263	-	-	\$2,840,915	-	-	\$3,562,178
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-
Total Positions							
Total Positions							17
Total Positions	-	-	-	-	-	-	17
Total FTE							
Total FTE							14.13
Total FTE	-	-	-	-	-	-	14.13

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PDPDFISCAL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 13

REPORT: PACKAGE FISCAL IMPACT REPORT

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 Department Operations

PACKAGE: 200 - EL Quality Assurance & Improve

POSITION NUMBER	CLASS	COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
1715001	OA	C1118	AA RESEARCH ANALYST 4	1	.38	9.00	02	4,791.00			43,119 10,221		43,119 10,221
1715002	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1	.75	18.00	02	5,529.00			99,522 53,969		99,522 53,969
1715003	OA	C0863	AA PROGRAM ANALYST 4	1	.75	18.00	02	5,028.00			90,504 51,856		90,504 51,856
1715004	OA	C0863	AA PROGRAM ANALYST 4	1	.75	18.00	02	5,028.00			90,504 51,856		90,504 51,856
1715005	OA	C0872	AA OPERATIONS & POLICY ANALYST 3	1	.75	18.00	02	4,791.00			86,238 50,855		86,238 50,855
1715006	OA	C0856	AA PROJECT MANAGER 3	1	.75	18.00	02	5,028.00			90,504 51,856		90,504 51,856
1715007	OA	C1488	IA INFO SYSTEMS SPECIALIST 8	1	.75	18.00	02	5,684.00			102,312 54,623		102,312 54,623
1715008	OA	C1486	IA INFO SYSTEMS SPECIALIST 6	1	.75	18.00	02	4,711.00			84,798 50,518		84,798 50,518
1715009	OA	C1488	IA INFO SYSTEMS SPECIALIST 8	1	.75	18.00	02	5,684.00			102,312 54,623		102,312 54,623
1715010	OA	C2511	AA ELECTRONIC PUB DESIGN SPEC 2	1	.75	18.00	02	3,139.00			56,502 43,885		56,502 43,885
1715011	OA	C0872	AA OPERATIONS & POLICY ANALYST 3	1	1.00	24.00	02	4,791.00			114,984 57,593		114,984 57,593
1715012	MESNZ	7010	AA PRINCIPAL EXECUTIVE/MANAGER F	1	1.00	24.00	02	6,351.00	152,424 66,369				152,424 66,369
1715013	MMS	X7010	AA PRINCIPAL EXECUTIVE/MANAGER F	1	1.00	24.00	02	6,351.00	38,106 16,592		114,318 49,777		152,424 66,369
1715014	OA	C0873	AA OPERATIONS & POLICY ANALYST 4	1	1.00	24.00	02	5,277.00	31,662 15,081		94,986 45,247		126,648 60,328
1715015	MESNZ	0119	AA EXECUTIVE SUPPORT SPECIALIST 2	1	1.00	24.00	02	3,072.00	18,432 11,980		55,296 35,943		73,728 47,923
1715016	MMS	X0866	AA PUBLIC AFFAIRS SPECIALIST 3	1	1.00	24.00	02	5,492.00	32,952 15,384		98,856 46,153		131,808 61,537

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPFISCAL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 14

REPORT: PACKAGE FISCAL IMPACT REPORT

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 Department Operations

PACKAGE: 200 - EL Quality Assurance & Improve

POSITION NUMBER	CLASS	COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
1715017	OA	C0863	AA PROGRAM ANALYST 4	1	1.00	24.00	02	5,028.00	30,168 14,731		90,504 44,195		120,672 58,926
TOTAL PICS SALARY									303,744		1,415,259		1,719,003
TOTAL PICS OPE									140,137		753,170		893,307
				---	-----	-----			-----	-----	-----	-----	-----
TOTAL PICS PERSONAL SERVICES =				17	14.13	339.00			443,881		2,168,429		2,612,310

DEPARTMENT OPERATIONS (EARLY LEARNING)

Package 203 – Birth to Three Years

Problem:

An abundance of scientific evidence demonstrates critical aspects of brain development are shaped by experience before birth and through the earliest years. Social and emotional development is highly sensitive to early childhood environments ranging from the importance of the parent-child attachment to the quality of early learning programs. Evidence has shown a variety of interventions can support the social and emotional health of the child - from broad health promotion to targeted intervention when needed. The foundations of early social and emotional health through evidence-based and promising practices will help achieve the goals of the Early Learning Council and the Oregon Education Investment Board. Accurate assessment of risk factors is critical.

Oregon has adopted the ages and stages questionnaire (ASQ) as their recommended developmental screening assessment tool. (<http://agesandstages.com/>) The ASQ is a tool to identify the risk of developmental delay or disability. Substantial evidence exists showing that early identification of risk or delay and connection to the right resources improves outcomes. However, we do not want the ASQ to stand alone, or children will be over-identified (and misidentified) as developmentally delayed; and a larger set of social risk factors – poverty, exposure toxic stress, violence, parental/caregiver substance abuse – that require specific identification and effective response tailored to those risks also needs to be addressed early in life.

The ELD's strategy to begin to address these risk factors will require reallocation and better coordination of existing funds that support Oregon's home visiting programs and current strategies to implement developmental screening and family risk screening. Additionally, this work may require additional funds to allow Early Learning Hubs (Oregon's new system for the coordination of early childhood services and programs across multiple sectors toward a shared set of outcomes) to innovate locally in order to address challenges related to family stability. A key part of this strategy includes building strong partnerships and coordination with the Oregon Health Authority, Coordinated Care Organizations and the Department of Human Services to allow Hubs to support and invest in evidence-based/informed programs that support strong social and emotional development for at-risk infants and toddlers, as well as their families.

Proposed Solution:

This policy option package focuses on building capacity for infant social and emotional development and building a better coordinated system of home visiting in Oregon, in culturally relevant ways. The package comprises \$4.0 million in special payments (grants) and \$950,000 for contracted services (in Operations) for a total request of \$4.95 million.

OPERATIONS:

- **Early screening & identification:** **\$200,000 General Fund**

 - Early screening during the prenatal and early childhood periods helps identify risks to social and emotional development and connect families to resources that can help mitigate the effects. Moreover, this allows for more customized, targeted, and efficient delivery of services and supports.
 - The ELD will provide funding for online developmental screening capacity and for leveraging opportunities for building social and emotional developmental screening capacity.
 - ELD is requesting \$200,000 for the biennium to support this work and to leverage the federal investment made in universal developmental screening through our Race to the Top Early Learning Challenge grant.

- **Aligning home visiting:** **\$750,000 General Fund**

 - Home visiting is an important model for supporting the social and emotional development of young children. Oregon has a variety of home visiting programs that span education, early learning, and health and human services. Working across our health and early learning systems are critical for the success of a coordinated system. An early learning and child health team has been strategically developed to support this important cross-agency work. ELD is requesting \$500,000 for the biennium to implement this work.
 - The ELD will hire a specialized contractor to support the coordination of the home visiting system. The contractor will work jointly between the early learning and health team to help implement the home visiting alignment. ELD is requesting \$250,000 for the biennium to support this work.

SPECIAL PAYMENTS (GRANTS):

- **Stable & attached families:** **\$4,000,000 General Fund**

 - Expanding the capacity of local communities to support the social and emotional development of young children in culturally relevant ways will contribute to Early Learning Hub goals through an infant/toddler innovation fund to invest in evidence-based or informed practices shown to increase family stability. ELD is requesting \$4,000,000 (\$250,000 per Early Learning Hub) for the biennium to use toward this purpose.

- **Equity:**

 - Identifying risk appropriately and as early as possible provides the opportunity to meet the family where they are with the supports and services that are most appropriate and culturally specific.
 - We know children of color are disproportionately represented in child welfare systems, for example. Assessing risk early, and providing supports, will keep families stable and supported and avoid child entry into the child welfare system. This is also true with special education and, more broadly, disciplinary issues in the K-12 system.
 - Assessing risk and addressing those factors, such as Adverse Childhood Experiences, will position children to be more successful in school.

OREGON DEPARTMENT OF EDUCATION

- Capacity building in local communities will focus on evidence-based and diverse strategies that achieve results for target populations in culturally relevant ways.

List Staff Impact: N/A

Quantifying Results:

Expanding the capacity of local communities to support the social and emotional development of young children in culturally relevant ways will contribute to Early Learning Hub goals.

- Measures of improvement will include:
 - Local and state coordination of home visiting between the Early Learning Division, Oregon Health Authority and Department of Human Services (all of which run individual home visiting programs) as evidenced by written agreements, partnerships and blending/braiding of funding (within one year)
 - Statewide adoption by the Early Learning Council and Healthy Policy Board of family well-being screening tool (within one year)
 - Identify baseline for number of families screened and connected to resources (within two years)
 - Number of local resources for supporting social and emotional development increased (within two years)
 - Improvement in statewide kindergarten assessment scores by 10 percent in the Child Behavior Rating Scale (“Approaches to Learning”) component (three to five years)

Revenue Source:

Note: Package 203 affects two areas of the budget (Early Learning Operations and Grants). For ease of reading, the narrative describes the entire package and appears in both the Operations and Grants sections of the budget document. However, this “Revenue Section” mirrors what is entered into the Oregon Budget Information Tracking System (ORBITS) by SCR. These are the revenue numbers for SCR 100 - Operations:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Services & Supplies	\$950,000			\$950,000
Total Request	\$950,000	\$0	\$0	\$950,000

This package is approved in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 203 - Birth to Three Years

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	950,000	-	-	-	-	-	950,000
Total Revenues	\$950,000	-	-	-	-	-	\$950,000
Services & Supplies							
Professional Services	950,000	-	-	-	-	-	950,000
Total Services & Supplies	\$950,000	-	-	-	-	-	\$950,000
Total Expenditures							
Total Expenditures	950,000	-	-	-	-	-	950,000
Total Expenditures	\$950,000	-	-	-	-	-	\$950,000
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

DEPARTMENT OPERATIONS (EARLY LEARNING)

Package 204 – Early Years to Early Grades

Problem:

In recent years, it has been determined the early years in a child's life, when the human brain is forming, represent a critically important window of opportunity to make significant investments in early childhood education, care, and development. Economists and scientists agree the years before kindergarten are the most formative and impactful to later outcomes, such as 3rd grade reading and high school graduation. During President Obama's State of the Union address in January 2014, the President said the foundations of opportunity begin at birth and grow rapidly during the early years of life.

As a State, we need to invest early and provide all of our children with high-quality early learning experiences to ensure they are ready for school at kindergarten entry. There is a deep evidence base indicating children who grow up in language rich environments develop a strong foundation for literacy, entering kindergarten ready to learn to read, setting them on a path for 3rd grade reading success. In Oregon, we are working to build an early learning system that works across traditional silos – like health, human services, early learning and K-12 – meeting children and families where they are at and providing them supports to successfully prepare for school. In a state where half of our children are born on Medicaid and 40 percent of our children never show up in a “formal” early learning environment before kindergarten, we know we need a mixed-delivery investment strategy that drives resources and supports for both literacy and strong kindergarten transitions to families through a range of practitioners - including early childhood experts, practitioners in early care and education, primary health care, early intervention, child welfare and mental health.

Proposed Solution:

This policy option package focuses on the early years (ages 3 through kindergarten entry) of childhood by providing all of our children with high-quality early learning experiences and all children the optimum transition from early learning programs to kindergarten and the K-12 system. The package comprises \$1,279,395 for professional services as well as staffing (in Operations) and \$8.6 million in special payments (grants) for a total request of \$9,879,395.

OPERATIONS:

Early Learning Operations

\$280,305 General Fund / \$637,229 Federal Funds

During the first several years of building the infrastructure for the new Early Learning System in Oregon, the ELD has been using federal Race to the Top-Early Learning Challenge (RTT-ELC) grant funding. This grant will expire during the 2015-17 biennium. This is a system building grant, not a direct service grant. It will be critical to systematize and institutionalize the changes that have been made possible by this investment in Oregon's policy direction. The loss of this grant ought not affect our ability to deliver on this agenda. The ELD requests \$211,489 million in Federal Funds expenditure limitation for one (1) RTT-ELC staff through December 31, 2016 and \$67,906 in General

Fund to keep the one (1) RTT-ELC staff to maintain the system as permanent full-time position. This position would become permanent full-time General Fund positions in 2017-19 (\$279,395 GF 2017-19).

Pre-Kindergarten Vocabulary Snapshot Assessment

\$1,000,000 General Fund

The ELD would like to provide an optimum transition between early learning programs and kindergarten for all children. The ELD will provide the funds to identify and implement a “Pre-K vocabulary snapshot” assessment.

SPECIAL PAYMENTS (GRANTS):

Investing in literacy

\$2,200,000 General Fund

- To help increase reading proficiency by the third grade, the Early Learning Division (ELD) will strengthen literacy in the Quality Rating & Improvement System (QRIS) to include executive function, vocabulary and an increased focus on literacy in curriculum.
- Through Early Learning Hubs, this will provide funding to nonprofits, early childhood providers and community-based organizations specifically for early literacy and family engagement activities that focus on adult/child reading interactions and developing both cognitive and non-cognitive skills essential for entering school prepared. We are requesting \$2,200,000 million for the biennium (\$250,000 per Hub for the biennium) for this purpose.

Targeted Preschool Strategies

\$30,000,000 General Fund

Oregon’s plan for expanding access to high-quality preschool programs for eligible children has been guided by the belief that the State has a responsibility to overcome historical barriers to accessing high-quality early learning programs for underserved racial and ethnic populations in our State. The grant process required the up-front selection of implementation partners. In that context, the four selected partner Hubs are Blue Mountain Early Learning Hub, Early Learning Multnomah, Lane Early Learning Alliance, and Southern Oregon Early Learning Services Hub.

- Funding flows to Early Learning Hubs to coordinate the expansion of high-quality preschool programs.
- Eligible children and families will be served through a mixed delivery system that includes early learning programs that are licensed child care, Head Starts, school-based preschools and community-based organizations.
- Oregon’s Quality Rating and Improvement System (QRIS) will be used to measure and improve quality.

Supporting transitions from early childhood into kindergarten

\$4,800,000 General Fund

- The Hubs will use the Kindergarten Partnership and Innovation Fund to provide strategic investments to families and providers in their communities for activities that support the transition into kindergarten for children and their families. We are requesting \$4,000,000 for the biennium (\$500,000 per Hub for the biennium) for this work.
- Additionally, through the Hubs, we need to coordinate evidence-based and/or promising practice programs that support collaboration and shared professional development between Early Childhood Education providers and kindergarten teachers as children transition from early learning and development programs to kindergarten. We are requesting \$800,000 (\$50,000 per Hub) for the biennium for this purpose.

Supporting Investment in number of Oregon PreKindergarten (OPK) Slots Available

\$1,600,000 General Fund

- During the 2013-15 biennium, the Early Learning Division received expansion funding to increase the amount of OPK slots and the cost per slot. To maintain the additional 390 OPK slots funding during the second year of the 13-15 biennium, we are requesting \$1,600,000 for the biennium for this purpose.

Evidence of Improvement:

National studies of Head Start have shown “fade out”; that is children who had the benefit of Head Start and arrived at Kindergarten at or above grade level in their school readiness eventually lose those gains within the K-3 environments. A focus on early learning without a focus on sustaining those gains will not serve children well.

Investments will be made using the evidence and promising practices covered in the following frameworks:

Evidence for early literacy:

- National Governors Association: A Governor’s Guide to Early Literacy: Getting all students reading by third grade. (<http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1310NGAEarlyLiteracyReportWeb.pdf>)
 - This guide states that to promote reading proficiency by the third grade there are three major and widely embraced results of educational research: 1) starting at Kindergarten is too late; 2) reading proficiency requires three sets of interrelated skills and knowledge that are taught and cultivated over time; and 3) parents, primary caregivers, and teachers have the most influence on children’s language and literacy development.
- The Anne E. Casey Campaign for Grade Level Reading <http://www.aecf.org/work/education/grade-level-reading>. Half of the school achievement gap between rich and poor kids starts before kindergarten.

Evidence for strong transition practices:

- Ready for Success: Creating Collaborative and Thoughtful Transitions into Kindergarten (<http://www.hfrp.org/publications-resources/browse-our-publications/ready-for-success-creating-collaborative-and-thoughtful-transitions-into-kindergarten>)
 - The brief highlights promising practices in six states – New Jersey, Georgia, Maryland, Minnesota, Virginia, and California – where local- and state-level leadership support a variety of initiatives to ensure successful transitions into kindergarten.

Framework for Planning, Implementing, and Evaluating PreK – 3rd Grade Approaches (https://depts.washington.edu/pthru3/PreK-3rd_Framework_Legal%20paper.pdf)

- This framework is intended to be referenced and used over an extended period of time for reflection, self-evaluation, and improvement of PreK-third grade efforts.

Impacts on other stakeholders:

Continued improvement in the integration and partnership between the Early Learning educator/provider community and the K-12 community

List Staff Impact:

✓ Establish permanent position for ongoing workload using 18 months Race To The Top federal grant and 6 months of General Fund. For 2017-19 biennium, position would be funded solely with General Fund.	
Position 1715018	C2301 Education Program Specialist 2, PF (permanent, full-time), 24 months, 1.00 FTE
Position 1715050	C2301 Education Program Specialist 2, PF (permanent, full-time), 24 months, 1.00 FTE
Position 1715051	C2301 Education Program Specialist 2, PF (permanent, full-time), 24 months, 1.00 FTE
Position 1715052	C2301 Education Program Specialist 2, PF (permanent, full-time), 24 months, 1.00 FTE
Position 1715053	C2301 Education Program Specialist 2, PF (permanent, full-time), 24 months, 1.00 FTE

Position: 5
 FTE: 5.00

Quantifying Results:

The overarching long-term goal for early learners is to provide them with the most opportunities to help them be ready to succeed when entering Kindergarten. Early Learning Hubs are designed to engage communities in improving outcomes for at-risk children from birth through age six and being accountable for those outcomes. The core responsibilities of Hubs are increasing kindergarten readiness, increasing family stability, and building a more coordinated and effective system. This will be measured by the improvements shown over time in the Oregon Kindergarten Assessment, the reduction in achievement gaps, and the increase in 3rd grade reading proficiency. To reach these goals there are a series of short and intermediate goals that also need to be reached.

Early Learning Hub accountability metrics:

- **Kindergarten readiness:**
 - Establish baseline to compare improved performance on the kindergarten assessment (within 2 years)
 - Increase the number of star-rated quality early learning and care providers in the Hub coverage area by 10 percent (within 1 year)
- **Family stability:**
 - Increase the number of children who receive a developmental and risk screen prior to age three by 15 percent (within 2 years)

OREGON DEPARTMENT OF EDUCATION

- Decrease child abuse and neglect (as measured by reduction in the number of children entering the foster care system) by 5 percent, decreasing the number of children who return to the foster care system multiple times and increasing the number of children who are able to receive services safely at home (strengthening and reunifying families) (2-5 years)
- **System coordination:**
 - Establish shared referral practices, policies and procedures across health, human services, early learning and K-12 as evidenced by data sharing agreements and protocols, common/pooled waiting lists and an increased number of children on waiting lists receiving some service or touch point (2-5 years)
 - Increase number of completed referrals (within 1 year)

Revenue Source:

Note: Package 204 affects two areas of the budget (Early Learning Operations and Grants). For ease of reading, the narrative describes the entire package and appears in both the Operations and Grants sections of the budget document. However, this “Revenue Section” mirrors what is entered into the Oregon Budget Information Tracking System (ORBITS) by SCR. These are the revenue numbers for SCR 500 – Early Learning Grants:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Personal Services	\$277,929		\$657,555	\$935,484
Services & Supplies	2,376		15,674	18,050
Special Payments				
Total Request	<hr/> \$280,305	\$0	\$673,229	\$953,534

This package is approved as modified in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 204 - Early Years to Early Grades

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	280,305	-	-	-	-	-	280,305
Federal Funds	-	-	-	673,229	-	-	673,229
Total Revenues	\$280,305	-	-	\$673,229	-	-	\$953,534

Personal Services							
Class/Unclass Sal. and Per Diem	133,038	-	-	399,114	-	-	532,152
Overtime Payments	10,000	-	-	30,000	-	-	40,000
Empl. Rel. Bd. Assessments	55	-	-	165	-	-	220
Public Employees' Retire Cont	22,585	-	-	67,756	-	-	90,341
Social Security Taxes	10,943	-	-	32,828	-	-	43,771
Unemployment Assessments	14,304	-	-	42,911	-	-	57,215
Worker's Comp. Assess. (WCD)	85	-	-	260	-	-	345
Mass Transit Tax	858	-	-	-	-	-	858
Flexible Benefits	38,160	-	-	114,480	-	-	152,640
Reconciliation Adjustment	47,901	-	-	(29,959)	-	-	17,942
Total Personal Services	\$277,929	-	-	\$657,555	-	-	\$935,484

Services & Supplies							
Instate Travel	938	-	-	6,562	-	-	7,500
Out of State Travel	250	-	-	1,250	-	-	1,500
Employee Training	100	-	-	400	-	-	500
Publicity and Publications	25	-	-	25	-	-	50
Professional Services	-	-	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 204 - Early Years to Early Grades

Cross Reference Name: Department Operations
Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Services & Supplies							
Other Services and Supplies	1,063	-	-	7,437	-	-	8,500
Total Services & Supplies	\$2,376	-	-	\$15,674	-	-	\$18,050
Total Expenditures							
Total Expenditures	280,305	-	-	673,229	-	-	953,534
Total Expenditures	\$280,305	-	-	\$673,229	-	-	\$953,534
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-
Total Positions							
Total Positions							5
Total Positions	-	-	-	-	-	-	5
Total FTE							
Total FTE							5.00
Total FTE	-	-	-	-	-	-	5.00

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPFISCAL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 15

REPORT: PACKAGE FISCAL IMPACT REPORT

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

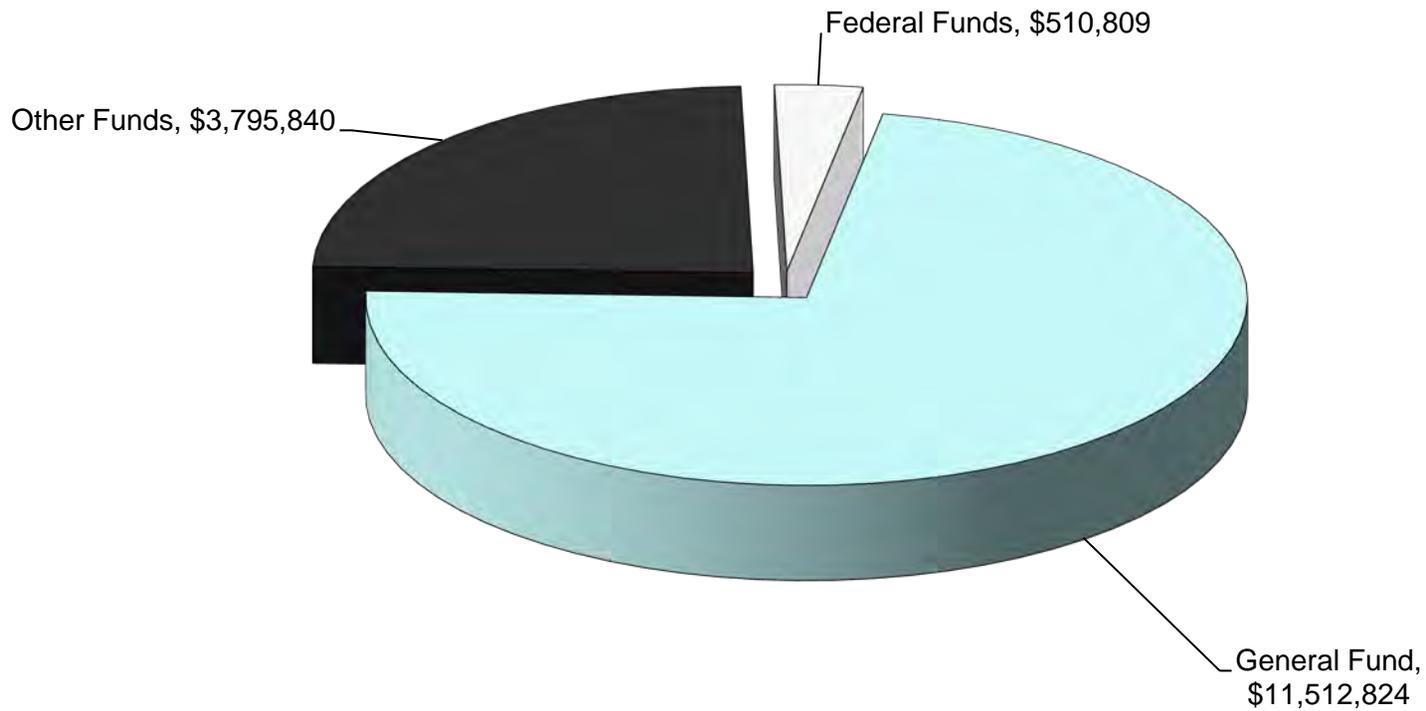
SUMMARY XREF:100-00-00 Department Operations

PACKAGE: 204 - Early Years to Early Grades

POSITION NUMBER	CLASS	COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
1715018	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	02	5,529.00	33,174 15,436		99,522 46,309		132,696 61,745
1715050	OA	C0861	AA PROGRAM ANALYST 2	1	1.00	24.00	02	4,161.00	24,966 13,512		74,898 40,537		99,864 54,049
1715051	OA	C0861	AA PROGRAM ANALYST 2	1	1.00	24.00	02	4,161.00	24,966 13,512		74,898 40,537		99,864 54,049
1715052	OA	C0861	AA PROGRAM ANALYST 2	1	1.00	24.00	02	4,161.00	24,966 13,512		74,898 40,537		99,864 54,049
1715053	OA	C0861	AA PROGRAM ANALYST 2	1	1.00	24.00	02	4,161.00	24,966 13,512		74,898 40,537		99,864 54,049
TOTAL PICS SALARY									133,038		399,114		532,152
TOTAL PICS OPE									69,484		208,457		277,941
TOTAL PICS PERSONAL SERVICES =				5	5.00	120.00			202,522		607,571		810,093

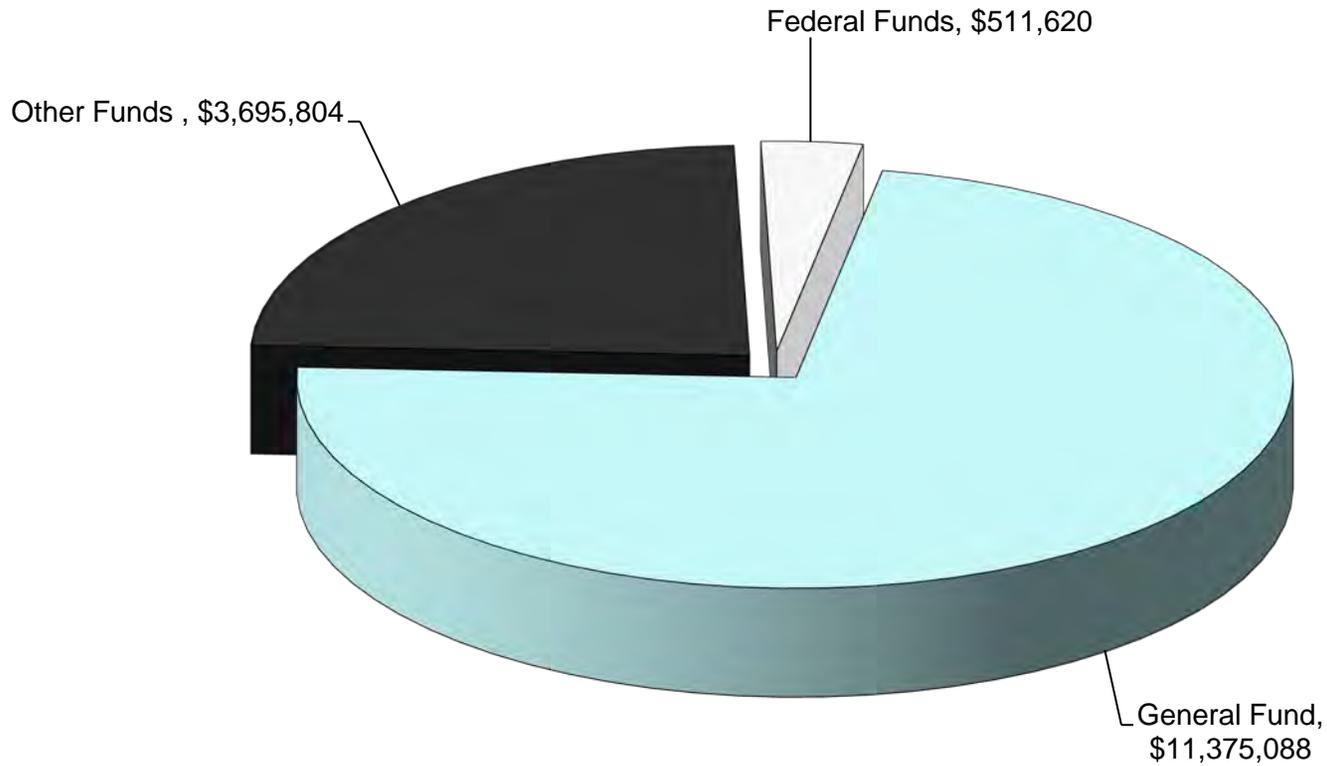
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SCHOOL FOR THE DEAF
2015-17 Governor's Recommended Budget
\$15.82 Million All Funds
(by fund source)



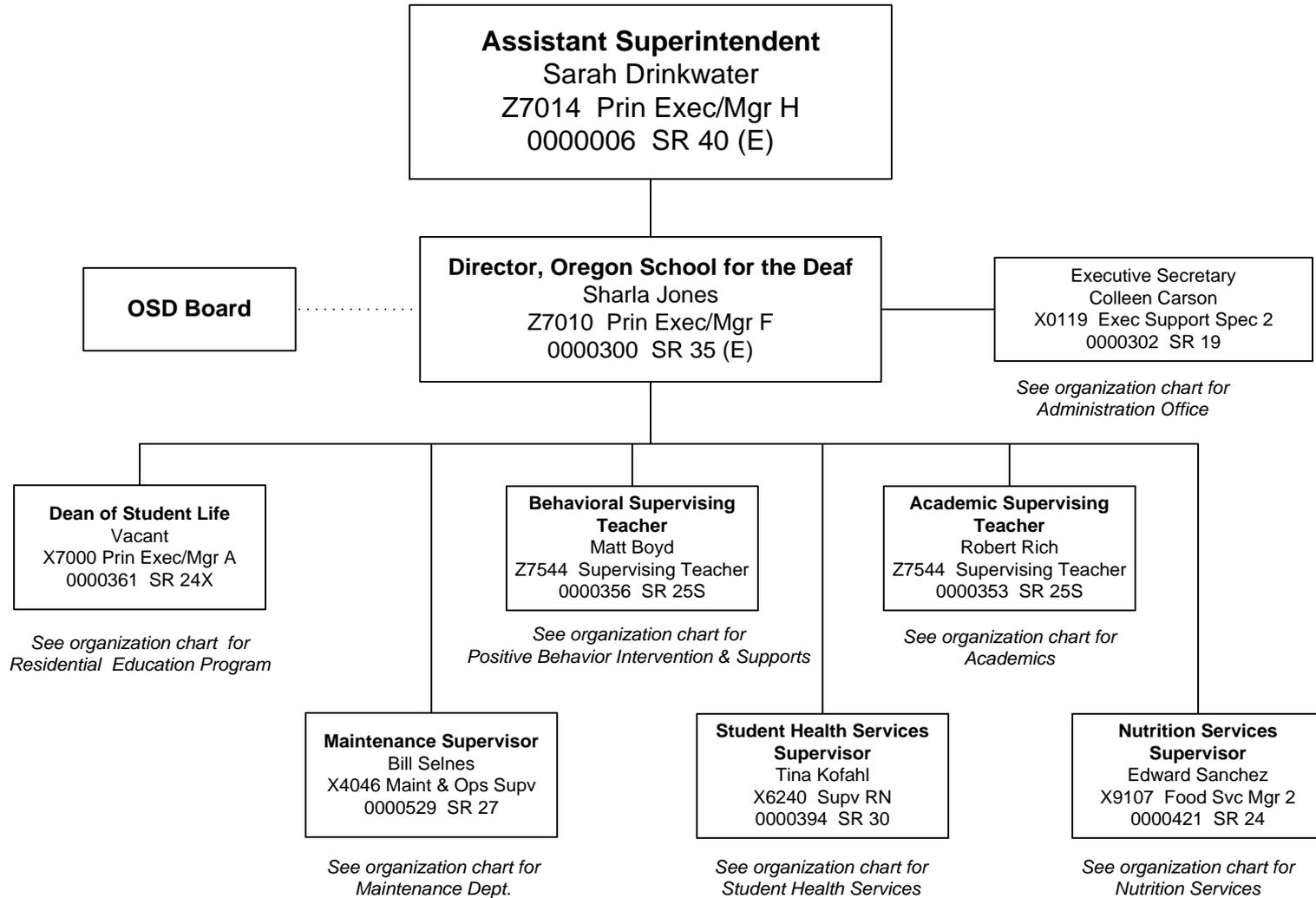
FTE: 76.25
Positions: 83

SCHOOL FOR THE DEAF
2013-15 Legislatively Approved Budget
\$15.58 Million All Funds
(by fund source)

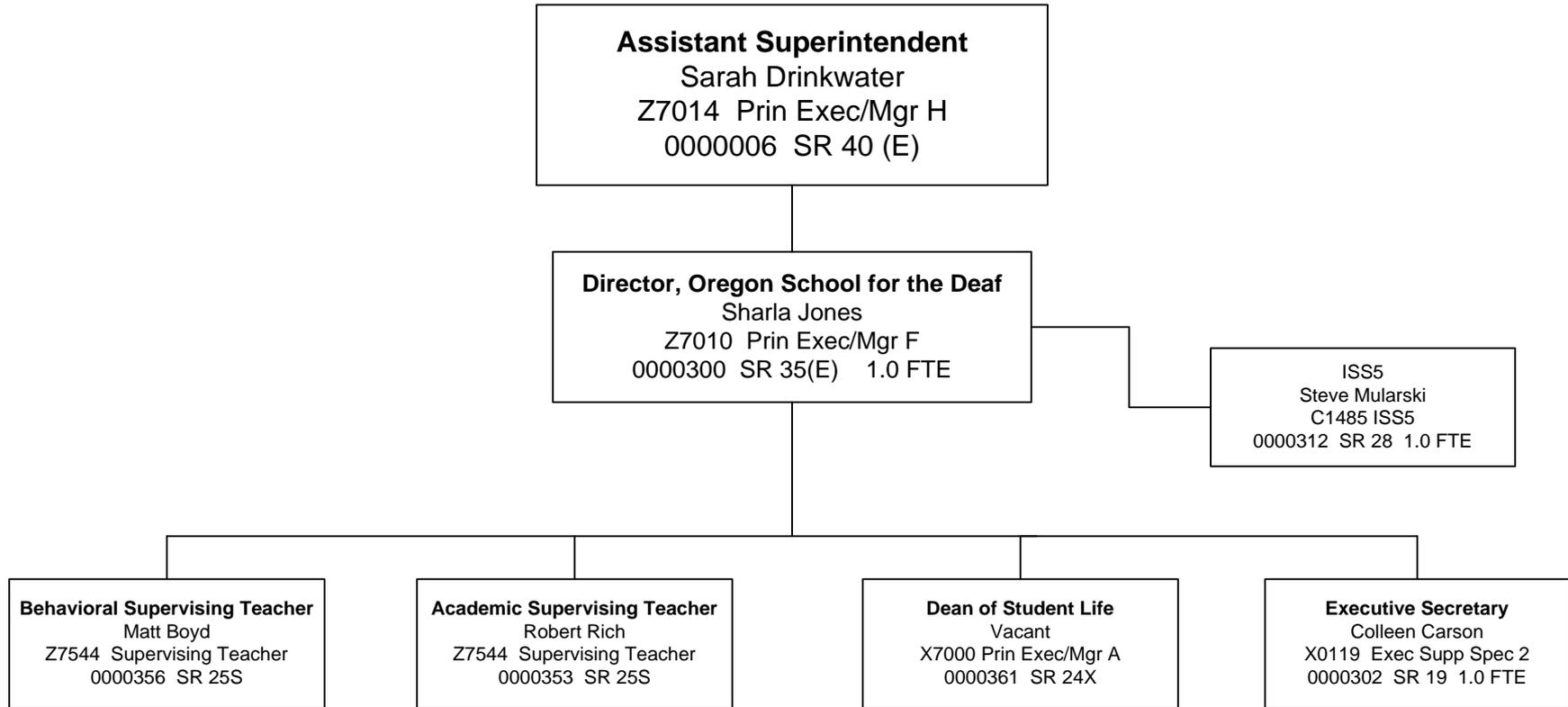


FTE: 75.19
Positions: 83

**Oregon Department of Education
Office of Learning – Student Services
Oregon School for the Deaf**

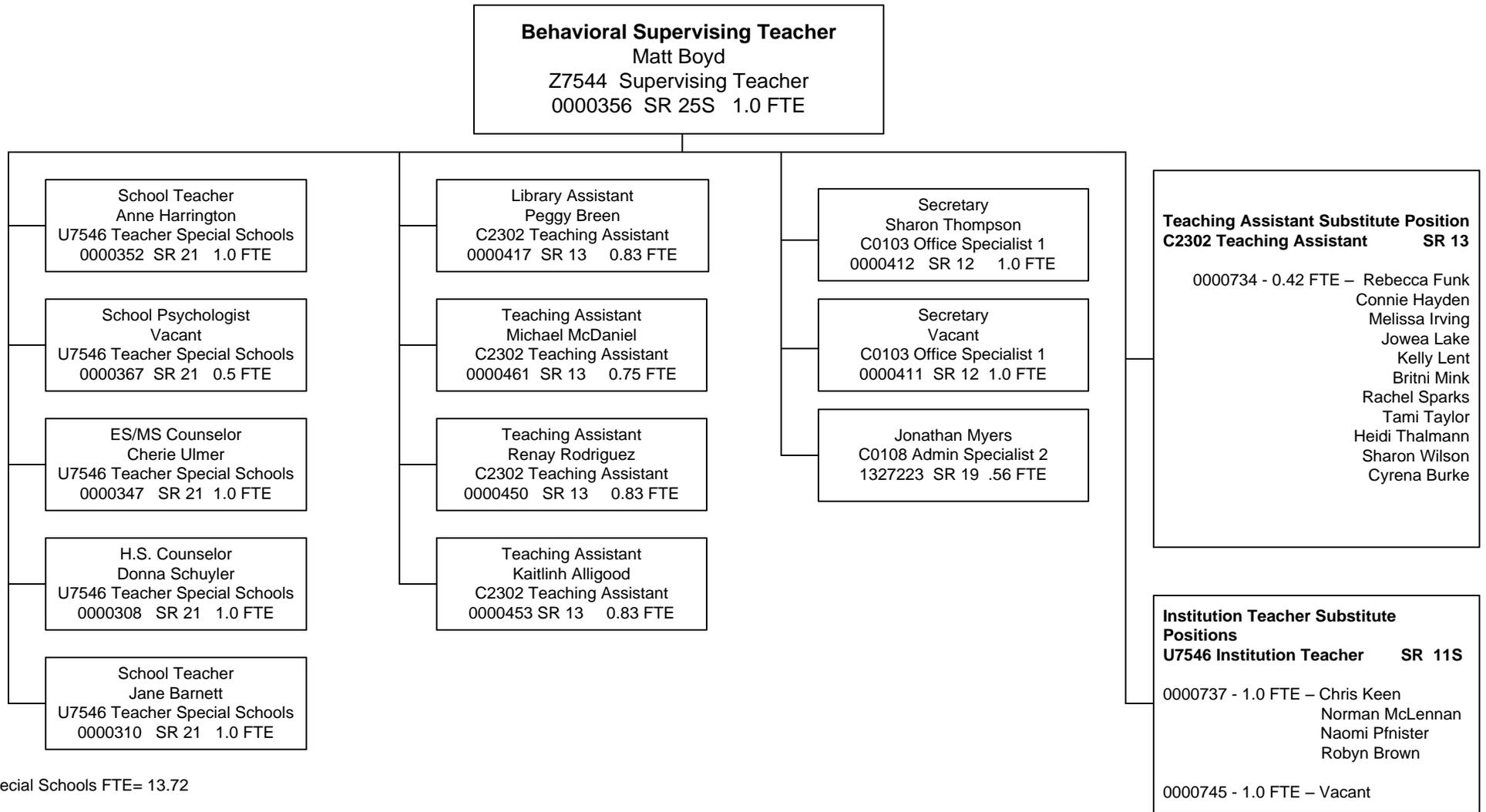


**Oregon School for the Deaf
Administration Office**



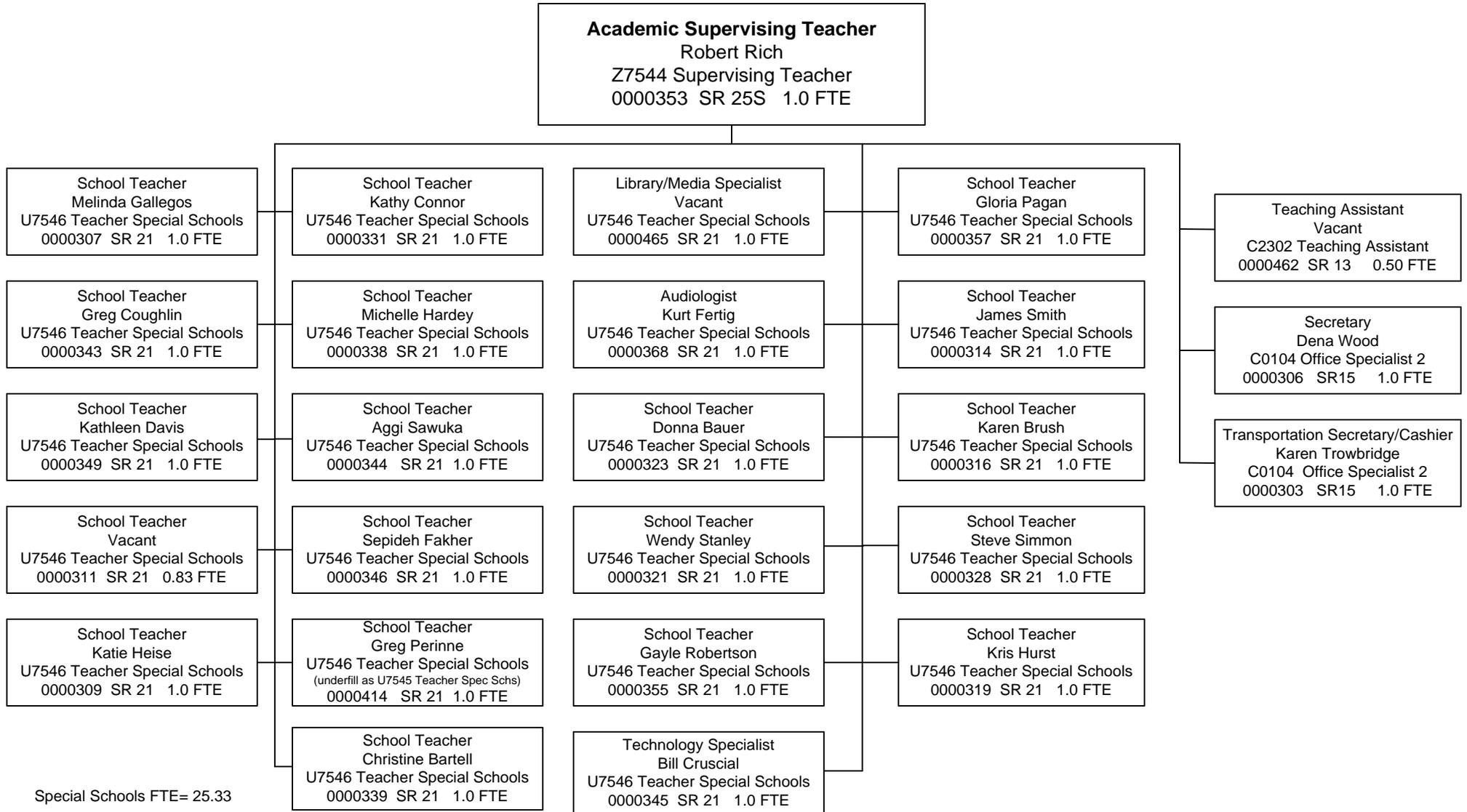
Special Schools FTE= 3.00

**Oregon School for the Deaf
Positive Behavior Intervention & Supports**

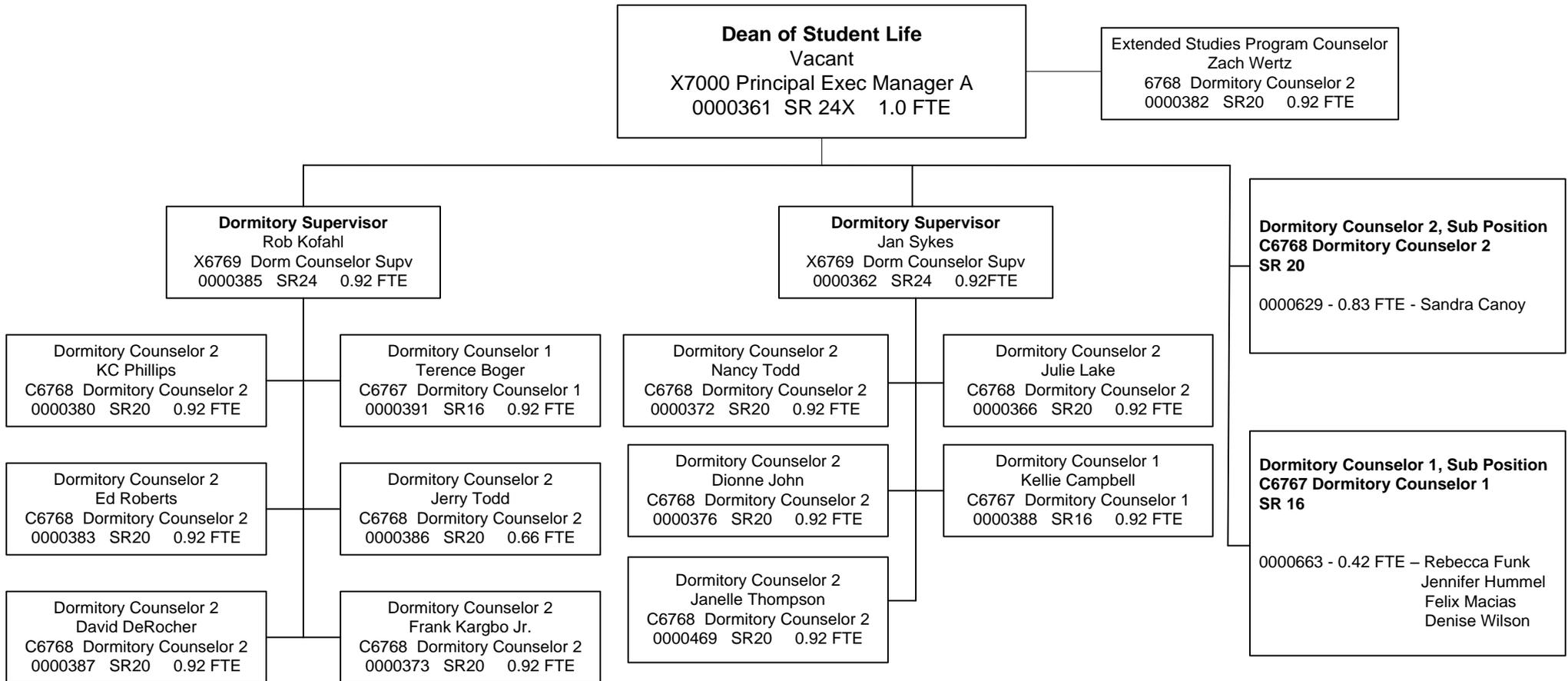


Special Schools FTE= 13.72

**Oregon School for the Deaf
Academics**

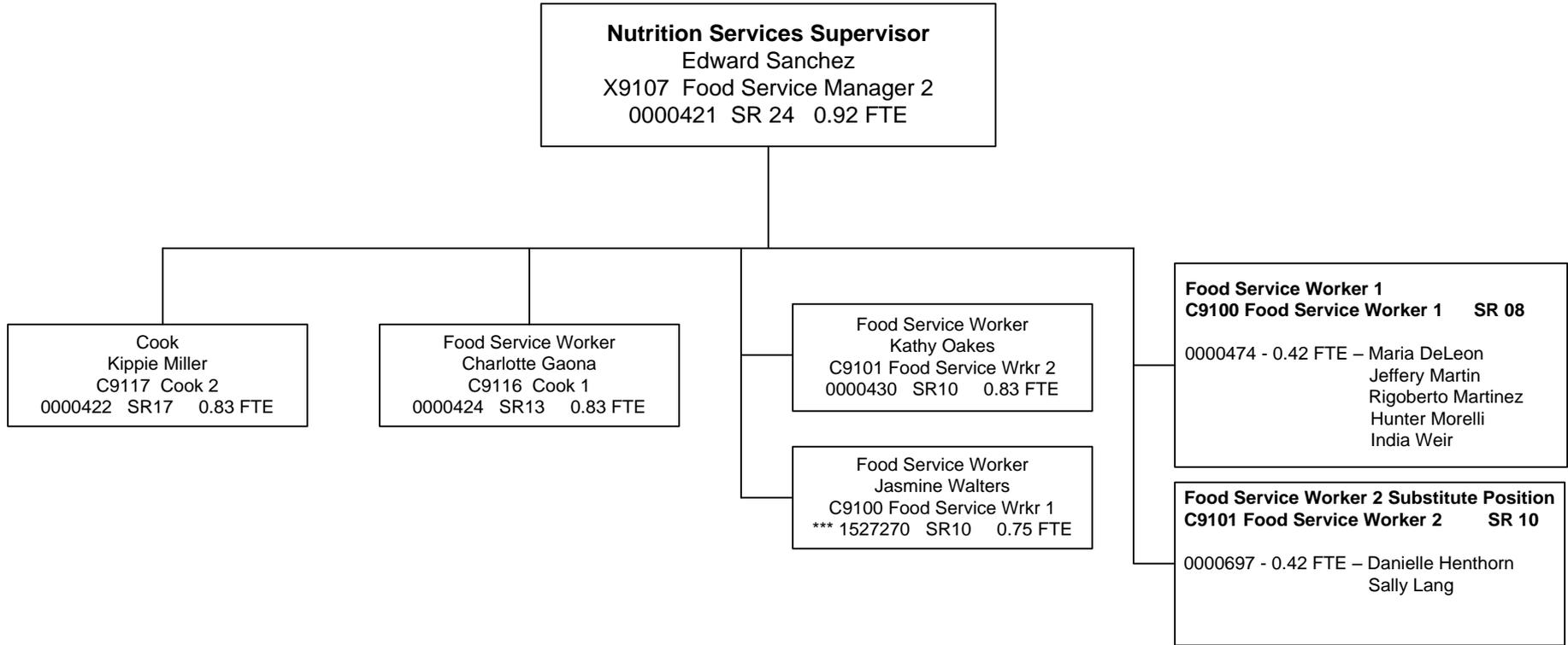


**Oregon School for the Deaf
Residential Education Program**



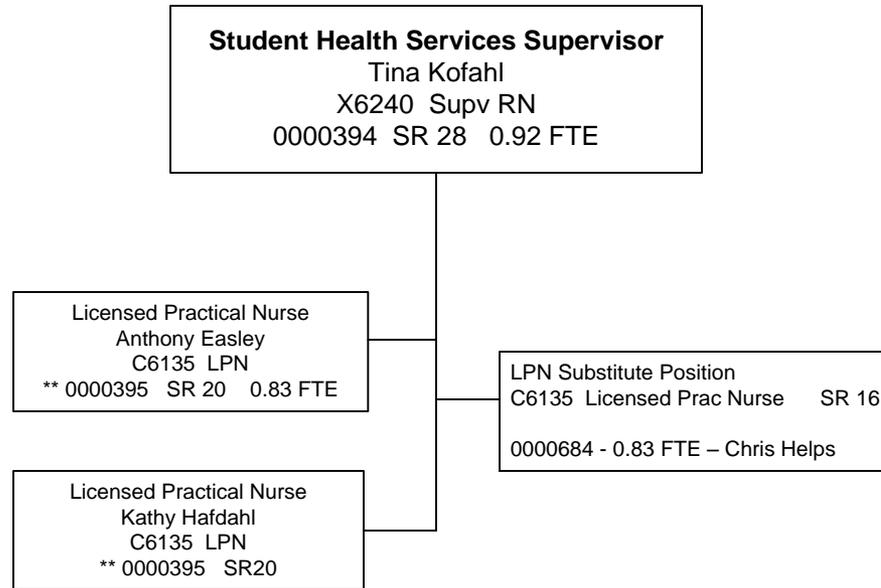
Special Schools FTE= 14.87

**Oregon School for the Deaf
Nutrition Services**



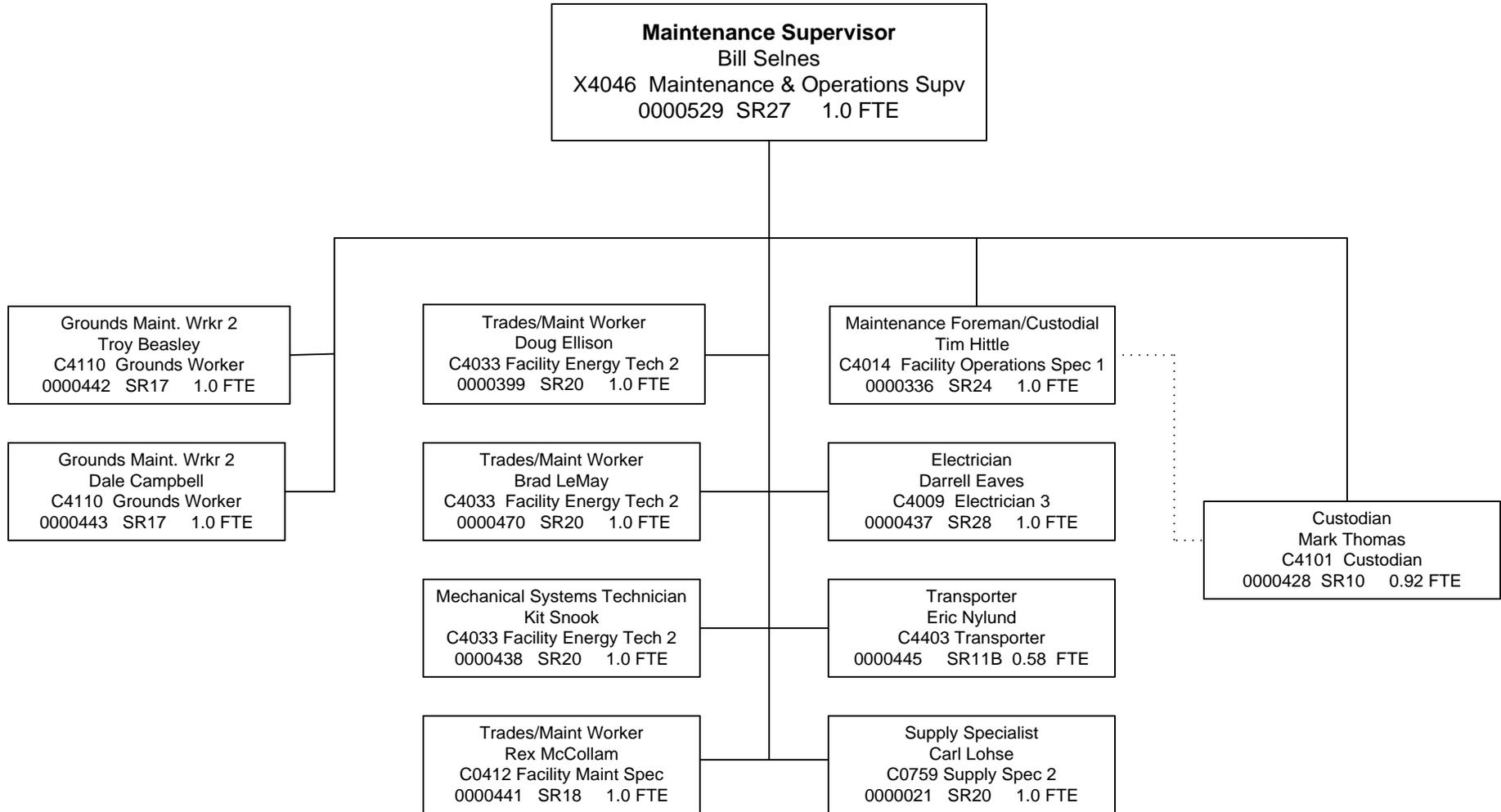
Special Schools FTE= 5.00

Oregon School for the Deaf Student Health Services



Special Schools FTE= 2.58

**Oregon School for the Deaf
Maintenance Department**



Special Schools FTE= 11.50

Executive Summary: Oregon School for the Deaf

Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Executive Summary

The Oregon School for the Deaf (OSD) provides a unique, ODE-operated comprehensive school (residential and day program) for students ages 5-21 who are deaf and hard of hearing (DHH). OSD also serves as the statewide resource for school districts and education service districts (ESDs) regarding instruction for DHH students. The program serves students from throughout the state on a 52-acre campus located in Salem and meets the following education indicators: ready to apply math and reading skills (#2); on track to earn a diploma (#3); and ready for college and career training (#4).

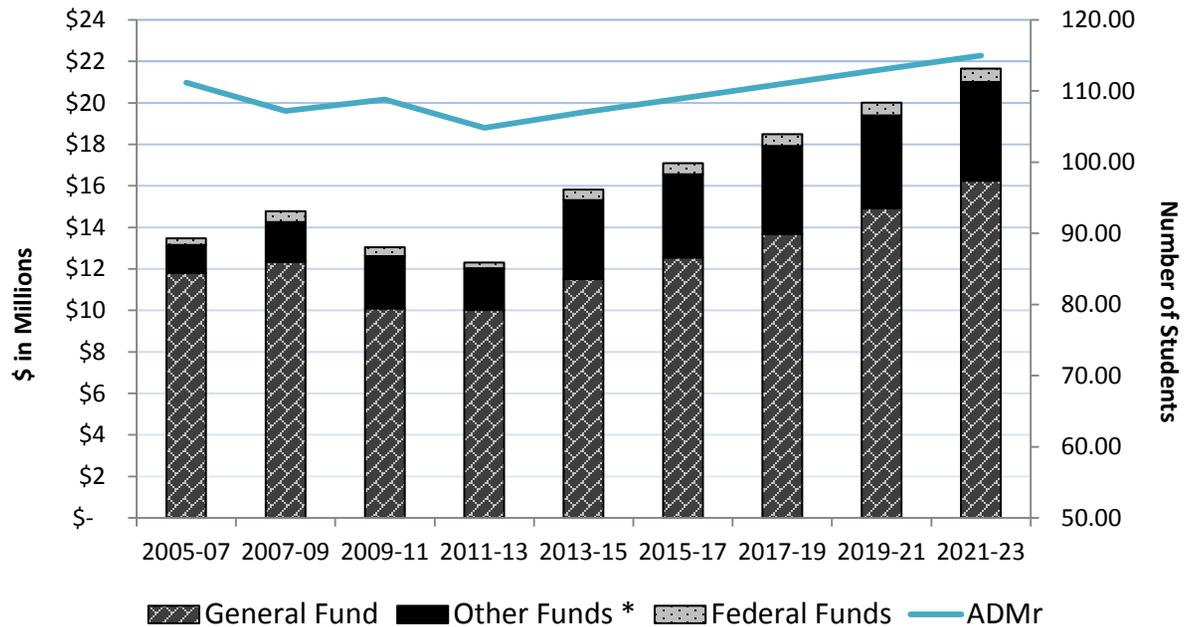
Funding Request

The total 2015-17 funding request for the Oregon School for the Deaf is \$15.8 million, which includes \$11.5 million General Fund, \$3.8 million in Other Funds expenditure authority, and \$0.5 million in Federal Funds expenditure authority. It includes one Policy Option Package request. (See “Proposed Changes” below.)

Funding for the program in subsequent biennia is based on application of inflationary factors supplied by the Department of Administrative Services to the 2015-17 funding request.

Description

OSD is a residential/day school offering academic programs with the same subjects as public schools. In addition to the academic program, OSD provides instruction in living skills and academic enrichment in its residence halls, athletics, book and activity clubs and leadership training. Throughout all aspects of the program, there is a strong emphasis on bilingual, visual/auditory methodology (American Sign Language/English) for literacy, written language development, communication, visual arts, deaf culture, speech, speech reading and auditory training. High school students pursue any of the state approved diploma options and include college readiness, career preparation, onsite Vocational Rehabilitation counseling and work experience. State curriculum standards are addressed at all age levels. Each student has an Individualized Education Program (IEP) as required under the federal Individuals with Disabilities Education Act (IDEA). All students receive specially designed instruction in areas identified on the IEP within small group settings.

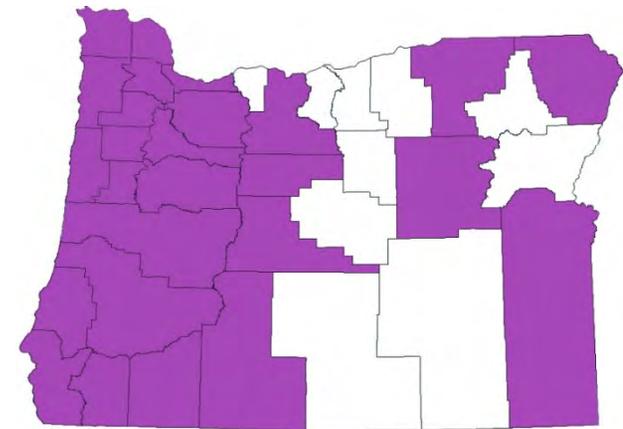
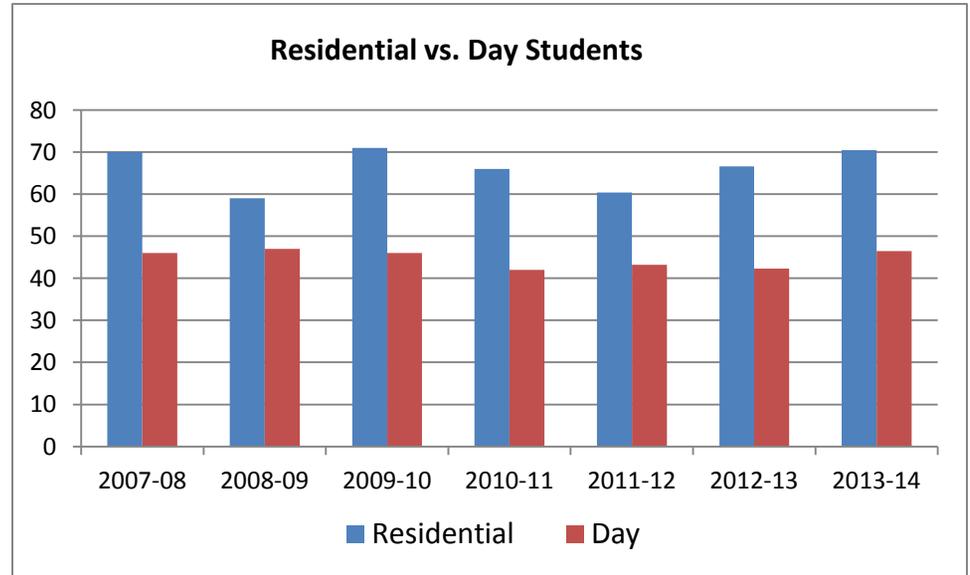


To the right is a chart with historical student counts for the last four complete school years. Because Oregon is a large rural state, the majority of students come from a distance to attend OSD. This necessitates dormitories to house students during the week to access their IEP required educations.

Main cost drivers include staffing costs and the residential component of the school. A number of buildings need upgrades and/or replacement of key components such as roofs and windows.

Justification and Link to 10-Year Outcome

Of the DHH students in Oregon, approximately 13% have a hearing loss severe enough to require specialized instruction. (The federal IDEA requires that each DHH student’s individual need for direct communication be addressed in the IEP.) These students require an environment where they can directly engage



Counties served the past 7 years Not shown on map are 3 new students from Klamath County.

with instructors, peers, and deaf adult models to prepare them for lifelong learning, rewarding work and engaged citizenship. Targeted instruction includes task analyzed step-by-step visual methods, specialized vocabulary and comprehension strategies, direct instruction by certified teachers of the deaf using sign language and/or speech, as well as curricula, materials and instructional techniques adapted to the unique brain development of DHH learners. (Research by Bellugi, Marschark and others). The Oregon School for the Deaf is the only school for the deaf in the U.S. that fully carries out the entire Positive Behavioral Interventions and Supports program (PBIS). This is the number one research-based school behavior system in the U.S. Programs for the deaf have visited or called OSD for help in setting up PBIS systems and OSD was invited to speak to the International Congress of the Deaf on PBIS. During its recent accreditation by the Conference of Educational Administrators of Schools and Programs for the Deaf, OSD received full unconditional accreditation and has been asked to share its information with other programs for the deaf. OSD also received full accreditation by the Northwest Accreditation Commission for its K-12 grade program.

OSD carries out the Free Appropriate Public Education (FAPE) for children and youth who are DHH as required under IDEA. OSD also acts as a state-wide resource for training, consultation and evaluation as requested by school districts and regional program staff.

Short-term technical and educational placements are available to school districts and regional programs to complete specialized evaluation and instruction.

Students receiving modified diplomas or certificates from their districts or OSD attend the Adult Transition Program (ATP) (as required under IDEA). ATP teaches independent living skills and transitions students to community college, work, or further vocational training.

Performance

OSD’s performance is related to the following three education indicators and respective measures:

INDICATOR 2: Ready to apply math and reading skills

MEASURE: SBAC Math & Reading at 3rd grade

OSD GOALS:

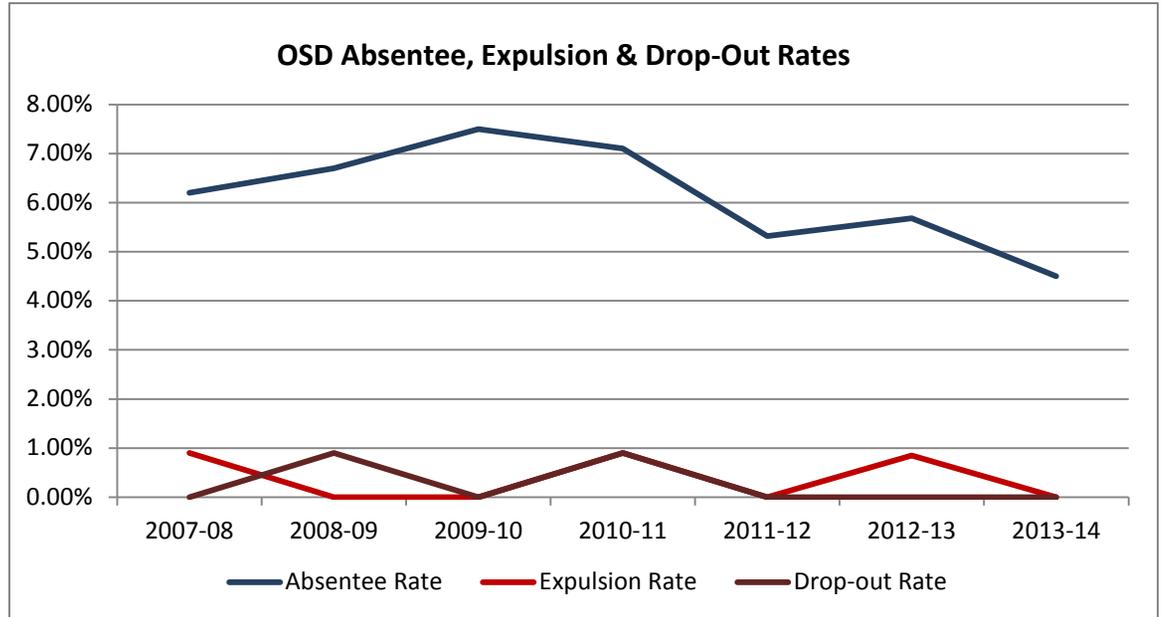
1. Increase OSD’s cohort average scores by 3+ RIT points for 3rd through 8th grade students taking the NWEA in Math and Reading. (Due to enrollment/student numbers, using only 3rd grade scores will not be statistically significant. Because OAKS scores go to each individual school district, OSD gives the NWEA assessment based on Oregon standards yearly to measure growth.) Beginning with the 2015-16 school year SBAC will replace the OAKS assessment.
2. At least 70% of OSD students will continue to take the regular SBAC assessments (45% of OSD students are multi-disabled).

INDICATOR 3: On track to earn a diploma

MEASURE: 6th grade not chronically absent; 9th grade on track

OSD GOALS:

1. Increase attendance rate from 92.9% to 95%.
2. Maintain a drop-out rate of 1% or less.
3. Maintain an expulsion rate of 1% or less.



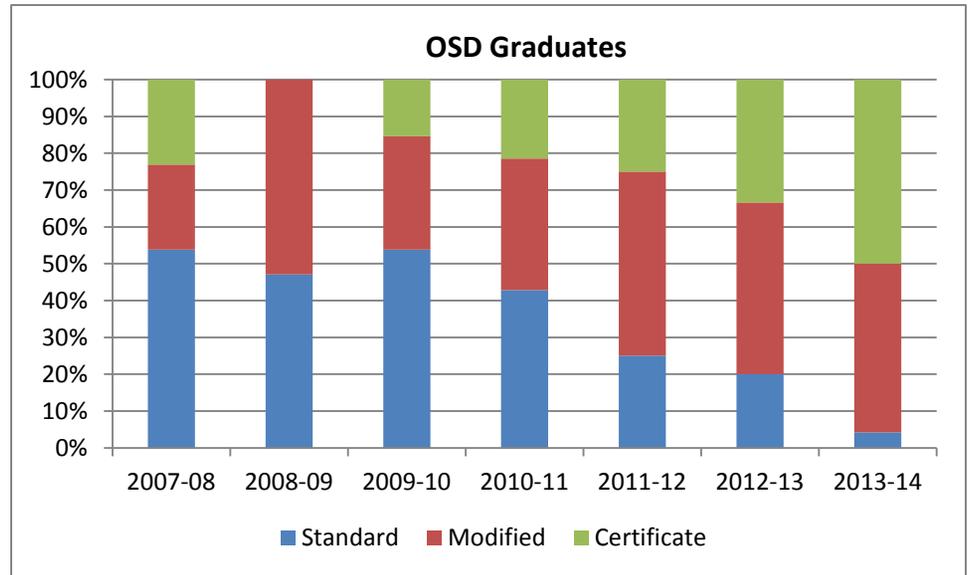
INDICATOR 4: Ready for college and career training

MEASURES: Oregon Diploma; credit earned in high school; college enrollment

OSD GOALS:

1. Maintain percentages of regular plus modified diplomas upon implementation of new diploma requirements.
2. Maintain 100% completion of regular or modified diplomas for students whose IEPs indicate their ability to complete all required credits and assessments.
3. At least 90% of OSD graduates attend educational programs the following year.

OSD utilizes Oregon/Common Core State Standards, tests students on OAKS and employs best practices by triangulating student data using computerized and sign-mediated assessments in all required areas. OSD employs the school improvement practices found in other public schools in Oregon as well as research-based strategies in deaf education. These include Structured Linguistic Analysis, Fairview Curriculum, Visual Phonics, ASL/English Bilingual Research, specially-designed visual materials, and Speech Intelligibility techniques unique to DHH.



Enabling Legislation/Authorization

- ✓ Federal law (IDEA – 20 USC Chapter 33) requires the provision of a free, appropriate public education to children with disabilities from birth to age 21 if the state accepts funds under IDEA.
- ✓ ORS chapter 343 requires the provision of special education, early childhood special education and early intervention services to children birth to age 21.
- ✓ All children at OSD qualify for required educational services under both IDEA & ORS 343.
- ✓ ORS 346.010 to 346.092 specifies the establishment of a school for children who are deaf in Marion County.

Funding Streams

The budget for Oregon School for the Deaf includes General Fund (primary source), Other Funds and Federal Funds. Other funds include a transfer from the State School Fund (based on a double-weighting of the number of students), leasing of space at the campus, reimbursements from districts for certain services to students, minor grants, and miscellaneous receipts. Federal Funds include IDEA funding and reimbursement from the U.S. Department of Agriculture for nutrition programs.

Proposed Changes from 2013-15

This request includes funds to educate students from 5 - 21 years of age, house students who live too far away to be transported daily, provide utilities, maintain facilities, and purchase educational materials/programs and related services.

The 2015-17 request includes a request to increase the number of months on one teaching position, and a reclass of an Information Systems Specialist position. No additional funding is requested for these changes, which are being paid in the current biennium through savings in Services & Supplies and a small amount of vacancy savings.

OREGON SCHOOL FOR THE DEAF (OSD)

The Oregon School for the Deaf exists so that:

- a full continuum of educational placements for children and youth who are deaf-blind, deaf, or hard of hearing is available - OSD is a resource for school districts, allowing students to receive the appropriate services and be educated in a learning environment that meets their needs, when those are unavailable within the local district;
- an instructional setting that demonstrates the most current and effective strategies for educating this population is available, as a training resource to school districts and regional programs; and
- short-term technical and educational placements are available for school districts and other educational agencies to assist with specialized evaluation and instruction.

OSD's mission is to provide an academic and residential program for students who are deaf, hard of hearing, or deaf-blind. OSD's mission statement reads: "[OSD] is a community that fosters lifelong learning, encouraging individuals to become self-fulfilled, productive citizens." Academic excellence is the goal of OSD.

Students who require specially designed instruction in a small group setting, use American Sign Language or English-like signing, or employ speech as their instructional mode of communication - and who can benefit from the support services available - may be placed at OSD. OSD's academic program offers the same subjects as public schools, with added emphasis on reading, written language development, communication, visual arts and deaf culture. The academic program includes honors courses for talented and gifted (TAG) students, as well as online or college credit level options. High school students may also focus on vocational and work experience and a more functional academic approach, or may prepare for college and professional goals. OSD offers a standard diploma, a modified diploma, an extended diploma, and a certificate of completion. OSD also provides living skills instruction in its residence halls, career education, athletics, clubs, and leadership training. Instruction and services employ use of American Sign Language (ASL) and English.

The entire K-12 program is fully accredited by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) as well as by AdvancEd. State curriculum standards are followed at all age levels, and OSD is transitioning to CCSS standards, new teacher and administrator evaluation requirements (SB 290), and proficiency-based instruction, in the same manner as public schools across the state.

History

OSD was established in 1870. In 1876, the Legislature entitled all persons who are deaf to a free education at OSD. The school has been located on a number of different sites in the Salem area. OSD moved to its current 52-acre location on Locust Street in the early 1900s and operated a school and a working farm for many years. Although there have been significant changes over the years, OSD continues to play

a strategic role in providing education and support to students who are deaf, hard of hearing, or deaf-blind, and in need of a signing academic environment.

OSD Instructional Program

The educational program serves students, kindergarten through 12th grade. OSD operates an elementary, middle, and high school comprehensive program. Each program offers a standard curriculum with focus on specialized needs of each student. Subject areas addressed daily include language arts (English, writing, reading, spelling, and handwriting), physical education, mathematics, science, and social studies. Students receive support services such as speech/language therapy, ASL therapy, occupational therapy, behavior support, autism services, audiology services, mobility and vision services, and counseling services, as needed. All of the required support services are conducted by staff who are properly credentialed and skilled in sign language and instruction for deaf/hard of hearing students. All teachers are licensed by the Oregon Teacher Standards and Practices Commission, and meet the same requirements as teachers in school districts.

Students in OSD's high school select a course of study leading to a standard diploma, a modified or extended diploma, or a certificate in conjunction with the student's team responsible for developing the student's individual education plan (IEP). Electives offered include Spanish, robotics, computer-assisted design, web-publishing, video production, drama, art, auto body, work experience, fitness, and student businesses. Students may also attend Salem-Keizer School District online, or college courses. Some high school students attend Chemeketa Community College courses during part of the day.

OSD also offers an Adult Transition Program (ATP) for students requiring specialized support in the transition areas after high school. The ATP program provides school districts with a placement for students with modified diplomas or certificates, who are still eligible for special education services. These IEP-required transition services include living skills, community college transition, career exploration and development, language arts and math remediation. With the advent of Oregon diploma proficiency requirements in essential skills, OSD offers school districts a placement option where students can receive specially designed instruction using a student's first language, to obtain the skills needed to complete their standard diplomas.

Teaching staff are trained with the latest best practices in teaching techniques, assessment, use of content standards, and use of visual teaching strategies. OSD is the only known school for the deaf in the U.S. that utilizes the complete Positive Behavior Interventions and Supports program, a system used to identify students who need intensive, individualized interventions, and to provide those interventions so students can succeed in school.

OSD Support Services

The OSD programs extend beyond the classroom to include the related support services of guidance and counseling, audiology, physical and occupational therapy, speech/language services, orientation and mobility, autism support, media/library, and computer technology. In addition, OSD's professionally staffed residential programs provide instruction, programming, and supervision for students during the after-school hours. The departments of nursing, nutrition services, clerical services, custodial services, and grounds maintenance, ensure students live and learn in a healthy and safe environment - all while being surrounded by people who communicate in a complete visual language, resulting in greater incidental learning opportunities.

OSD Trends and Future Directions

The programs offered and the goals set within every OSD department directly address each student's needs and abilities. OSD has an ongoing school improvement plan entitled *Design for Excellence*. This document directs all school improvement efforts and includes specific teacher requirements, assessment and data analysis, and yearly goals. In recent years, OSD has had steady enrollment trends averaging 110 students. OSD has upgraded its student information system, has a strong data team and formative assessment program, and is utilizing Achieve 3000 and a Homework Access Center for parental involvement.

Critical goals for the next three to five years include:

- addressing deferred maintenance including roof repair and replacement, a new boiler for heating, energy efficient windows, and repaving of outside surfaces;
- reducing costs and building use to save money, be environmentally responsible, and provide a safe and healthy environment conducive to learning;
- focusing on literacy through the classroom, including a specialized extra literacy block, a requirement of 200 minutes per day of language arts in the elementary department, and doubled periods of language arts in middle school and high school;
- working toward ensuring students' achievement of state benchmarks in all areas, through a variety of classroom and dormitory activities;
- increasing educational outcomes by setting goals based on aligned standards, tracking progress via data/assessments, and increasing instructional time through homework time and tutoring;
- continuing to stay up-to-date on all state and federal mandates including SB 290, IDEA regulations, the Oregon Diploma, professional development and professional learning communities, the Oregon Literacy Framework, PBIS, CCSS and proficiency-based instruction, bully prevention, and equity work
- expanding services provided through the Outreach Program to be responsive to constituent needs; and
- affirming current business and professional partnerships and establishing new ones such as transition and career readiness partnerships with Vocational Rehabilitation, Mid-Willamette Education Consortium, Western Oregon University's Regional Resource Center on Deafness, Willamette Curriculum Consortium and Framework for Student Success.

CLOSURE OF THE OREGON SCHOOL FOR THE BLIND (OSB)

The 2009 Legislature voted to close the Oregon School for the Blind by passing HB 2834. The bill directed the Department of Administrative Services (DAS) to work with the Department of Education to shut down the school and sell the property. The bill also set aside funding to effect closure by September 1, 2009, to pay for the upkeep of the property until sold, and to establish a Blind and Visually Impaired Student Fund (BVI Fund) to assist former OSB students as they transitioned and completed their schooling, as well as to provide services to visually impaired students across the state.

During the February 2010 supplemental session, the Legislature passed HB 3687, which allotted one-half of the net proceeds from eventual sale of the OSB property to the BVI Fund and the other half to the Oregon School for the Deaf for “improvements, repairs and maintenance costs benefitting the health and safety of the students at the Oregon School for the Deaf.”

On August 10, 2010, DAS' Facilities Division announced the 8.37-acre site formerly used by the Oregon School for the Blind would be sold to Salem Hospital for \$6 million. The net amount transferred to the BVI Fund and OSD was about \$5 million (after reductions for costs of the sale), with each program receiving slightly over \$2.5 million. For OSD, the amount is utilized for deferred maintenance projects. In the 2015-17, we anticipate a beginning cash balance of about \$900,000.

OREGON DEPARTMENT OF EDUCATION

The Oregon Department of Education is subject to the provisions of HB 2020 (2011) and HB 4131 (2012), which require agencies that employ more than 100 budgeted positions and have a ratio of less than 11 to 1 of non-supervisory budgeted positions to supervisory budgeted positions, to increase their ratio by one prior to October 31 of each year until a ratio of 11 to 1 is attained.

The ratio of non-supervisory budgeted positions to supervisory budgeted positions at the ODE was determined to be 6 to 1 on April 11, 2012. Under the provisions of HB 4131, the agency will need to attain a ratio of 9 to 1 by October 31, 2014, and 10 to 1 by October 31, 2015..

To meet the October 31, 2014 target of 9 to 1, various actions have been taken. These actions include a review of all management and executive service positions to ensure the supervisory status of each position was coded correctly, reclassifying a vacant management service supervisory position to utilize it as a classified SEIU- represented position, and abolishing a management service supervisory position.

The department will continue to make progress in meeting the staffing ratios required in HB 2020 (2011) and HB 4131 (2012) in the coming year. All vacant supervisory positions will continue to be reviewed prior to recruitment for possible repurposing or abolishment in our effort to increase the non-supervisory budgeted positions to supervisory budgeted positions ratio.

See letter dated August 7, 2014 from the Department of Administrative Services Chief Human Resource Office certifying that the Department of Education is in compliance for the reporting period ending October 31, 2014 in the Special Reports section of this document.

OREGON DEPARTMENT OF EDUCATION

OREGON SCHOOL FOR THE DEAF

Essential Package 010

010 Non-PICS Personal Services / Vacancy Factor

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to project budget savings reasonably expected from staff turnover during the 2015-17 biennium, and to adjust certain personal services costs not generated by the Position Information Control System (PICS) for inflation. Non-PICS personal services items include mass transit taxes, unemployment assessments, overtime, temporaries, and shift differentials.

How Achieved:

The package makes adjustments in the agency's vacancy savings using historical data, and increases non-PICS generated accounts in the base budget using a 3.0% inflation factor per the 2015-17 budget instructions.

Staffing Impact:

None.

Fund Source:	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services	\$55,079	\$11,084	\$631	\$66,794
Services & Supplies				
Capital Outlay				
Special Payments				
Total Request	\$55,079	\$11,084	\$631	\$66,794

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 010 - Non-PICS Psnl Svc / Vacancy Factor

Cross Reference Name: OSD
Cross Reference Number: 58100-200-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	55,079	-	-	-	-	-	55,079
Federal Funds	-	-	-	631	-	-	631
Total Revenues	\$55,079	-	-	\$631	-	-	\$55,710
Personal Services							
Temporary Appointments	2,854	-	1,397	-	-	-	4,251
Overtime Payments	2,883	-	-	-	-	-	2,883
Shift Differential	1,228	-	-	-	-	-	1,228
All Other Differential	14,776	-	3,788	-	-	-	18,564
Public Employees' Retire Cont	2,982	-	598	-	-	-	3,580
Pension Obligation Bond	28,595	-	4,904	631	-	-	34,130
Social Security Taxes	1,664	-	397	-	-	-	2,061
Unemployment Assessments	97	-	-	-	-	-	97
Total Personal Services	\$55,079	-	\$11,084	\$631	-	-	\$66,794
Total Expenditures							
Total Expenditures	55,079	-	11,084	631	-	-	66,794
Total Expenditures	\$55,079	-	\$11,084	\$631	-	-	\$66,794
Ending Balance							
Ending Balance	-	-	(11,084)	-	-	-	(11,084)
Total Ending Balance	-	-	(\$11,084)	-	-	-	(\$11,084)

OREGON DEPARTMENT OF EDUCATION

OREGON SCHOOL FOR THE DEAF

Essential Package 031

031 Standard Inflation & Price List Adjustments

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to fund expenditure increases due to inflation. The approved biennial inflation factor for 2015-17 is 3.0% for all programs except Attorney General Fees, Facilities Rent, and State Government Service Charges. Professional Services increased at 3.3%. Uniform rent increases by 4.4%. The hourly rate for Attorney General costs increase by 19.2%.

How Achieved:

The package funds estimated cost increases due to inflation.

Staffing Impact:

None.

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies		\$64,454	\$7,776	\$72,230
Capital Outlay				
Special Payments				
Total Request		\$64,454	\$7,776	\$72,230

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: OSD
Cross Reference Number: 58100-200-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
Federal Funds	-	-	-	7,776	-	-	7,776
Total Revenues	-	-	-	\$7,776	-	-	\$7,776
Services & Supplies							
Instate Travel	-	-	182	-	-	-	182
Out of State Travel	-	-	32	53	-	-	85
Employee Training	-	-	336	58	-	-	394
Office Expenses	-	-	1,407	7	-	-	1,414
Telecommunications	-	-	1,152	-	-	-	1,152
Data Processing	-	-	24	-	-	-	24
Publicity and Publications	-	-	-	-	-	-	-
Professional Services	-	-	7,068	1,019	-	-	8,087
IT Professional Services	-	-	-	-	-	-	-
Attorney General	-	-	-	-	-	-	-
Dues and Subscriptions	-	-	483	-	-	-	483
Fuels and Utilities	-	-	13,963	-	-	-	13,963
Facilities Maintenance	-	-	19,200	-	-	-	19,200
Food and Kitchen Supplies	-	-	5,848	-	-	-	5,848
Medical Services and Supplies	-	-	81	-	-	-	81
Other Care of Residents and Patients	-	-	24	-	-	-	24
Agency Program Related S and S	-	-	4,379	700	-	-	5,079
Other Services and Supplies	-	-	4,459	5,250	-	-	9,709
Expendable Prop 250 - 5000	-	-	5,166	689	-	-	5,855

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: OSD
Cross Reference Number: 58100-200-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Services & Supplies							
IT Expendable Property	-	-	650	-	-	-	650
Total Services & Supplies	-	-	\$64,454	\$7,776	-	-	\$72,230
Capital Outlay							
Data Processing Hardware	-	-	-	-	-	-	-
Land and Improvements	-	-	-	-	-	-	-
Building Structures	-	-	-	-	-	-	-
Other Capital Outlay	-	-	-	-	-	-	-
Total Capital Outlay	-	-	-	-	-	-	-
Special Payments							
Intra-Agency Gen Fund Transfer	-	-	-	-	-	-	-
Total Special Payments	-	-	-	-	-	-	-
Total Expenditures							
Total Expenditures	-	-	64,454	7,776	-	-	72,230
Total Expenditures	-	-	\$64,454	\$7,776	-	-	\$72,230
Ending Balance							
Ending Balance	-	-	(64,454)	-	-	-	(64,454)
Total Ending Balance	-	-	(\$64,454)	-	-	-	(\$64,454)

OREGON DEPARTMENT OF EDUCATION

OREGON SCHOOL FOR THE DEAF

Essential Package 032

032 Above Standard Inflation

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to fund the amount above, not including, standard inflation for a limited set of factors.

How Achieved:

This package adds 0.3% to Professional Services and IT Professional Services, as approved in the 2015-17 Budget Instructions at 3.3% for these line items.

Staffing Impact:

None.

Quantifying Results:

N/A

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies		\$707	\$102	\$809
Capital Outlay				
Special Payments				
Total Request		\$707	\$102	\$809

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 032 - Above Standard Inflation

Cross Reference Name: OSD
Cross Reference Number: 58100-200-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
Federal Funds	-	-	-	102	-	-	102
Total Revenues	-	-	-	\$102	-	-	\$102
Services & Supplies							
Professional Services	-	-	707	102	-	-	809
Total Services & Supplies	-	-	\$707	\$102	-	-	\$809
Total Expenditures							
Total Expenditures	-	-	707	102	-	-	809
Total Expenditures	-	-	\$707	\$102	-	-	\$809
Ending Balance							
Ending Balance	-	-	(707)	-	-	-	(707)
Total Ending Balance	-	-	(\$707)	-	-	-	(\$707)

SCHOOL FOR THE DEAF

Package 107 – 2015 Position Cleanup

Problem:

The Oregon School for the Deaf has been working for the past two biennia to clean up staffing and position needs. In that effort, we have identified changes to two staff that are necessary to continue operations at the school.

OSD Nutrition Services currently has two (2) permanent, academic year Food Service Worker 2 positions, which prepare non-cooked meals and serve meals to students; one (1) permanent, academic year Food Service Worker 1 position to provide cleanup services in the kitchen and cafeteria; and one (1) limited duration, part-time Food Service Worker 1 to meet the needs of increased workload.

OSD provides food services for OSD students and two charter schools that lease space on the campus (five-year leases). The additional demand on staff time for charter school students reduces the ability for existing permanent staff to adequately complete the necessary work, including hygienic washing of pots/pans/dishes/utensils, table cleaning and tray preparation, as it happens simultaneously to the food service rotations of students. For 2013-15, a limited duration part-time position was established administratively to help ensure the necessary work is completed timely and thoroughly. Without this additional staff person, time would be taken away from those preparing meals to make sure the premises were hygienic and clean.

In addition, a half-time teacher position was partially corrected in a permanent finance plan for 2013-15 to increase it to 20 months. This teacher position functions as a school psychologist and requires appropriate background and licensure. Specific responsibilities deal with the evaluation and determination of special education services and supports. This position has been part-time with the incumbent working beyond budgeted hours to provide adequate behavioral, evaluative and education support to the students, staff and families. The intent for this package is to make the position permanent, full-time by adding four additional months (0.17 FTE).

Proposed Solution:

Nutrition Services: Establishing an additional Food Service Worker 1 position (1.00 FTE) will allow staff adequate time to prepare the additional meals for the two charter schools' students, during the specified lunch time and meet the federal requirements. The charter school workload represents an additional 230 meals daily, where OSD student lunches are approximately 118 daily. The full-time position will be used to hire multiple part-time student workers to meet the needs of nutrition staff, while providing work experience to the youth hired.

Teaching Staff: OSD has seen a marked increase in the number of students who require the development of positive behavior support plans as part of a successful IEP. Skill and knowledge in conducting functional behavioral assessments are highly desirable. This teacher position, at full time, will become a school-wide resource with availability to students, parents and staff during the whole school day.

OREGON DEPARTMENT OF EDUCATION

The agency is requesting establishment of a Food Service Worker 1 (1.00 FTE) and an increase in months (0.17 FTE) for a teaching position. These actions will be funded through shifts of existing base budgets between Personal Services and Services & Supplies budget categories. Savings identified in Package 107 for SCR 100 is used to finance the General Fund portion of this request.

List Staff Impact:

✓ Establish for ongoing workload (established in 2013-15 as limited-duration)	
Position 1727203	C9100 - Food Service Worker 1, PF (permanent, full-time), 24 months (Student Cafeteria Worker)
✓ Increase Months	
Position 0000367	U7546, Teacher Special Schools - MA from 20 months to 24 months (permanent, full-time)

Positions: 1
 FTE: 1.17

Quantifying Results:

The agency will continue to monitor use of positions, making adjustments during budget execution through permanent finance plans when able. Where permanent financing in Personal Services is not available, the agency will continue to develop policy option packages to align the budget with operational practices during budget development.

Revenue Source:

The financing of the requested adjustments will be accomplished by shifting limitation between Personal Services and Services & Supplies, as follows for SCR 200 – School for the Deaf:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Personal Services	\$11,279	\$93,455	\$16,836	\$121,570
Services & Supplies		(93,455)	(16,836)	(110,291)
Total	\$11,279	\$0	\$0	\$11,279

General Fund for this package is transferred from Department Operations to Oregon School for the Deaf in the amount of \$11,279.

This package is approved in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 107 - Position Cleanup 2015

Cross Reference Name: OSD
Cross Reference Number: 58100-200-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	11,279	-	-	-	-	-	11,279
Total Revenues	\$11,279	-	-	-	-	-	\$11,279
Personal Services							
Class/Unclass Sal. and Per Diem	9,093	-	50,640	13,639	-	-	73,372
Empl. Rel. Bd. Assessments	-	-	44	-	-	-	44
Public Employees' Retire Cont	1,435	-	7,996	2,154	-	-	11,585
Social Security Taxes	696	-	3,874	1,043	-	-	5,613
Worker's Comp. Assess. (WCD)	-	-	69	-	-	-	69
Mass Transit Tax	55	-	304	-	-	-	359
Flexible Benefits	-	-	30,528	-	-	-	30,528
Total Personal Services	\$11,279	-	\$93,455	\$16,836	-	-	\$121,570
Services & Supplies							
Food and Kitchen Supplies	-	-	(93,455)	-	-	-	(93,455)
Other Services and Supplies	-	-	-	(16,836)	-	-	(16,836)
Total Services & Supplies	-	-	(\$93,455)	(\$16,836)	-	-	(\$110,291)
Total Expenditures							
Total Expenditures	11,279	-	-	-	-	-	11,279
Total Expenditures	\$11,279	-	-	-	-	-	\$11,279

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 107 - Position Cleanup 2015

Cross Reference Name: OSD
Cross Reference Number: 58100-200-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-
Total Positions							
Total Positions							1
Total Positions	-	-	-	-	-	-	1
Total FTE							
Total FTE							1.17
Total FTE	-	-	-	-	-	-	1.17

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPFISCAL
 REPORT: PACKAGE FISCAL IMPACT REPORT
 AGENCY:58100 DEPT OF EDUCATION
 SUMMARY XREF:200-00-00 OSD

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 16

2015-17

PROD FILE

PICS SYSTEM: BUDGET PREPARATION

PACKAGE: 107 - Position Cleanup 2015

POSITION NUMBER	CLASS	COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
0000367	RE	U7546	DA TEACHER SPECIAL SCHOOLS-MA	1-	.83-	20.00-	19	5,683.00	45,464- 22,914-		68,196- 34,369-		113,660- 57,283-
0000367	RE	U7546	DA TEACHER SPECIAL SCHOOLS-MA	1	1.00	24.00	19	5,683.00	54,557 25,045		81,835 37,566		136,392 62,611
1727203	OA	C9100	AA FOOD SERVICE WORKER 1	1	1.00	24.00	05	2,110.00		50,640 42,511			50,640 42,511
TOTAL PICS SALARY									9,093	50,640	13,639		73,372
TOTAL PICS OPE									2,131	42,511	3,197		47,839
TOTAL PICS PERSONAL SERVICES =				1	1.17	28.00		11,224	93,151	16,836			121,211

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-200-00-00-00000

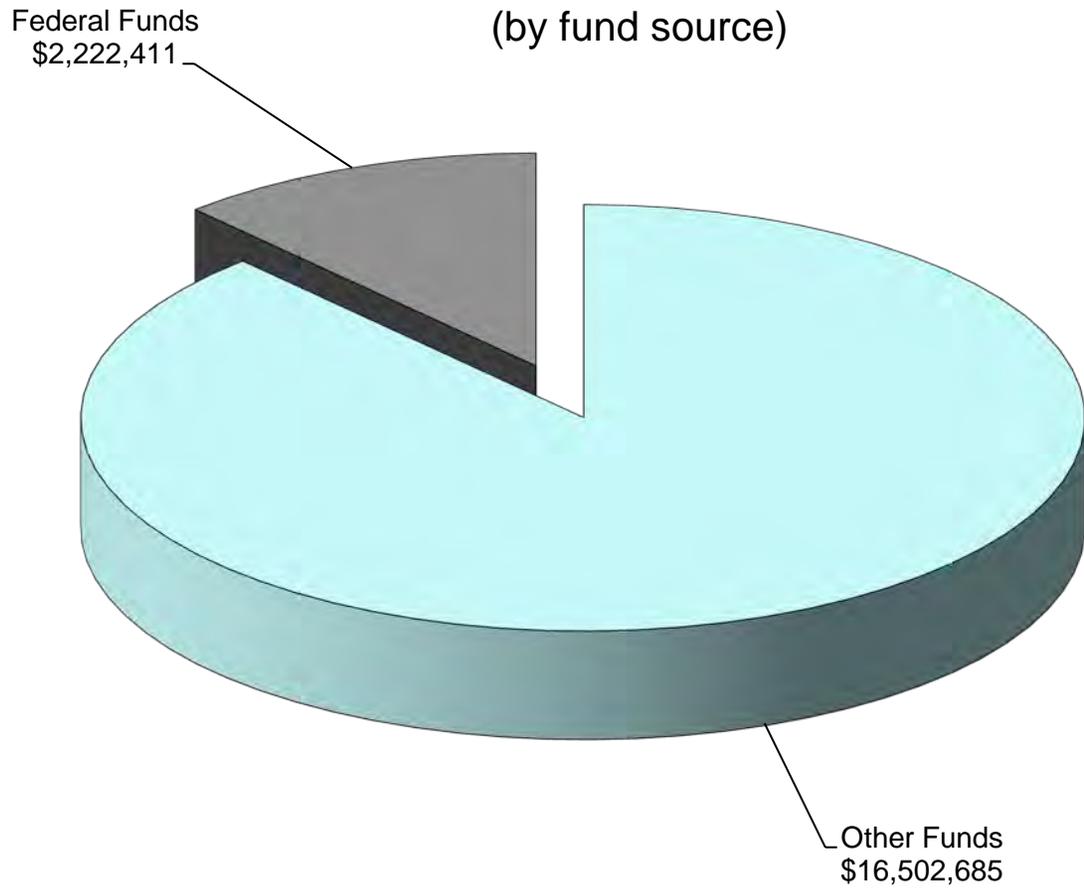
<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Other Funds						
Business Lic and Fees	219	-	-	-	-	-
Charges for Services	379,080	449,367	449,367	464,176	464,176	-
Rents and Royalties	248,027	310,846	310,846	310,846	310,846	-
Interest Income	42,576	200,000	200,000	-	-	-
Sales Income	40,034	28,868	28,868	32,868	32,868	-
Donations	8,190	-	-	-	-	-
Other Revenues	484,224	1,697,888	1,733,059	1,733,059	1,733,059	-
Transfer from General Fund	2,550,219	1,731,684	1,731,684	1,731,684	1,731,684	-
Tsfr From Education, Dept of	69,564	-	-	-	-	-
Total Other Funds	\$3,822,133	\$4,418,653	\$4,453,824	\$4,272,633	\$4,272,633	-
Federal Funds						
Federal Funds	571,126	554,087	559,929	516,800	516,800	-
Total Federal Funds	\$571,126	\$554,087	\$559,929	\$516,800	\$516,800	-

OREGON DEPARTMENT OF EDUCATION

**Detail of Lottery Funds, Other Funds and Federal Funds Revenue
School for the Deaf**

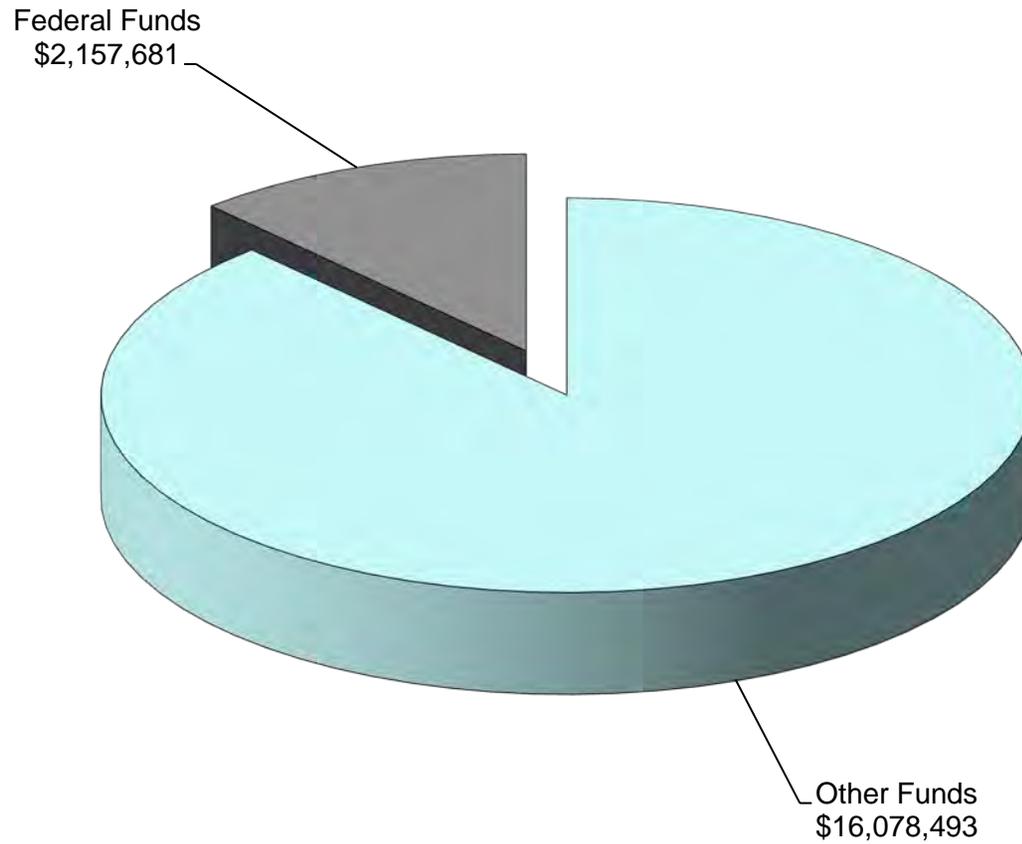
Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Business Licenses and Fees - Private School Licensing	Other	205	219					
Other Charges for Services - Special Schools	Other	410	373,812	449,367	622,180	464,176	464,176	
Special Schools Misc. Receipts - Rents and Royalties	Other	510	248,027	310,846	379,040	310,846	310,846	
Interest Earnings	Other	605	42,576	200,000	46,028			
Special Schools Misc. Receipts	Other	705	40,034	28,868	139,796	32,868	32,868	
Special Schools Nightmare Factory	Other	705			283,020	275,000	275,000	
Donations and Contributions	Other	905	8,190		3,380			
Other Revenue - Billings for Special Education	Other	975	484,224	1,697,888	5,928	1,458,059	1,458,059	
Transfer In - Intrafund	Other	1010	2,296,025		1,919,422			
Transfer In - Other	Other	1050						
Transfer from GF (NQTL)	Other	1060	965,260	1,731,684		1,731,684	1,731,684	
Transfer from Education	Other	1581	69,564		51,492			
Other Funds Total			4,527,931	4,418,653	3,450,286	4,272,633	4,272,633	-
Individuals with Disabilities Act (IDEA) Part B	Federal	995	475,798	552,575	563,608	516,800	516,800	
IDEA, Sect 619 Special Ed. Preschool Grants	Federal	995		1,512				
Other Federal Programs	Federal	995	95,328	-				
Federal Funds Total			571,126	554,087	563,608	516,800	516,800	-
GRAND TOTAL			5,099,057	4,972,740	4,013,894	4,789,433	4,789,433	0

YOUTH CORRECTIONS EDUCATION
2015-17 Governor's Recommended Budget
\$18.73 Million All Funds
(by fund source)



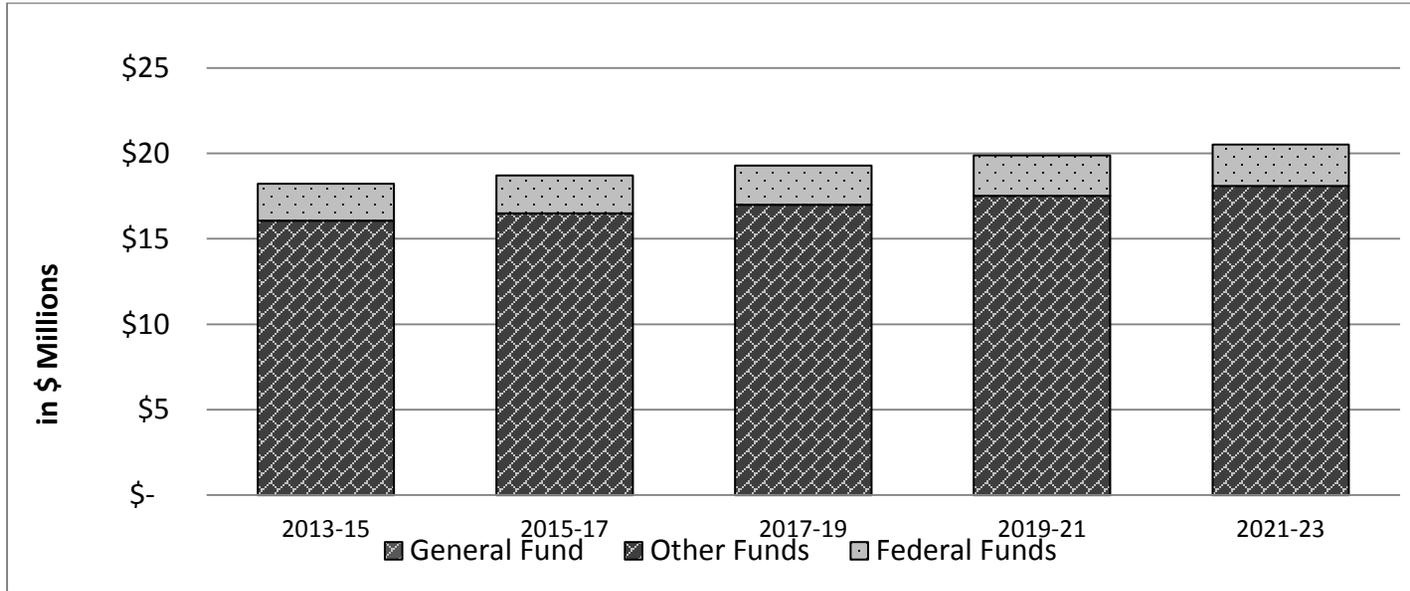
FTE: 2.00
Positions: 2

YOUTH CORRECTIONS EDUCATION
2013-15 Legislatively Approved Budget
\$18.24 Million All Funds
(by fund source)



FTE: 4.00
Positions: 4

Youth Corrections Education Program (YCEP) / Juvenile Detention Education Program (JDEP)



The Youth Corrections Education Program (YCEP) is established within the Oregon Department of Education (ODE) through Oregon Revised Statutes Chapter 326. The program exists to provide a standard education to all youth (ages 12-21) incarcerated in Oregon Youth Authority (OYA) close custody correctional facilities. All programs are accredited to offer credits and high school diplomas. Currently, approximately 580 youth are served statewide on an average day. The ODE presently contracts with four school districts (Harney County, Three Rivers, Tillamook, and Warrenton-Hammond) and three educational service districts (InterMountain, Multnomah and Willamette) to administer the education programs in 10 OYA close custody facilities.

The Juvenile Detention Education Program (JDEP) is established with the ODE through Oregon Revised Statutes Chapter 326. This program provides education to youth held in county juvenile department detention centers. Currently, approximately 209 students are served on an average day, with about 4,300 students served annually. The average length of stay is 11 days. The ODE presently contracts with seven school districts (Bend-LaPine, Eugene 4-J, Klamath Falls, Lincoln County, Medford, North Wasco, and Warrenton-Hammond) and three educational service districts (Douglas, Multnomah and Willamette) to administer the education programs in 12 county detention centers.

Both programs are managed by the Office of Learning, Student Services within the ODE. The programs receive the majority of their funding from the State School Fund based on legislatively approved formulae using weighted student counts. The ODE's Office of Finance and Administration transfers dollars from the State School Fund four times a year to the programs, which spend the dollars as Other Funds in ODE's budget. Programs also receive federal funds from sources such as the Individuals with Disabilities Education Act, and Title I compensatory education funding.

OREGON DEPARTMENT OF EDUCATION

The Oregon Department of Education is subject to the provisions of HB 2020 (2011) and HB 4131 (2012), which require agencies that employ more than 100 budgeted positions and have a ratio of less than 11 to 1 of non-supervisory budgeted positions to supervisory budgeted positions, to increase their ratio by one prior to October 31 of each year until a ratio of 11 to 1 is attained.

The ratio of non-supervisory budgeted positions to supervisory budgeted positions at the ODE was determined to be 6 to 1 on April 11, 2012. Under the provisions of HB 4131, the agency will need to attain a ratio of 9 to 1 by October 31, 2014, and 10 to 1 by October 31, 2015..

To meet the October 31, 2014 target of 9 to 1, various actions have been taken. These actions include a review of all management and executive service positions to ensure the supervisory status of each position was coded correctly, reclassifying a vacant management service supervisory position to utilize it as a classified SEIU- represented position, and abolishing a management service supervisory position.

The department will continue to make progress in meeting the staffing ratios required in HB 2020 (2011) and HB 4131 (2012) in the coming year. All vacant supervisory positions will continue to be reviewed prior to recruitment for possible repurposing or abolishment in our effort to increase the non-supervisory budgeted positions to supervisory budgeted positions ratio.

See letter dated August 7, 2014 from the Department of Administrative Services Chief Human Resource Office certifying that the Department of Education is in compliance for the reporting period ending October 31, 2014 in the Special Reports section of this document.

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-250-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Other Funds						
Other Revenues	462	755,299	764,742	971,000	971,000	-
Transfer from General Fund	18,004,346	14,466,127	14,466,127	14,466,127	14,466,127	-
Total Other Funds	\$18,004,808	\$15,221,426	\$15,230,869	\$15,437,127	\$15,437,127	-
Federal Funds						
Federal Funds	1,743,422	2,157,681	2,157,681	2,300,000	2,300,000	-
Total Federal Funds	\$1,743,422	\$2,157,681	\$2,157,681	\$2,300,000	\$2,300,000	-

OREGON DEPARTMENT OF EDUCATION

***Detail of Lottery Funds, Other Funds and Federal Funds Revenue
Youth Corrections and Juvenile Detention Education Programs***

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Other Revenues - Misc	Other	975	462	755,299	755,299	971,000	971,000	
Transfer In - Intrafund	Other	1010	17,995,928					
State School Fund for Youth Corrections Ed. -JDEP & YCEP	Other	1060		14,466,127	14,466,127	14,466,127	14,466,127	
Transfers Out - Intrafund	Other	2010	(299,000)					
Other Funds Total			17,697,390	15,221,426	15,221,426	15,437,127	15,437,127	-
ESEA Title ID Neglected & Delinquent	Federal	995	832,527	1,057,264	1,057,264	1,100,000	1,100,000	
Individuals with Disabilities Act (IDEA) Part B	Federal	995	610,760	1,100,417	1,100,417	1,200,000	1,200,000	
Federal Funds Total			1,443,287	2,157,681	2,157,681	2,300,000	2,300,000	-
GRAND TOTAL			19,140,677	17,379,107	17,379,107	17,737,127	17,737,127	0

YOUTH CORRECTIONS EDUCATION PROGRAM/JUVENILE DETENTION EDUCATION PROGRAMS (YCEP/JDEP)

Essential Package 010

010 Non-PICS Personal Services / Vacancy Factor

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to project budget savings reasonably expected from staff turnover during the 2015-17 biennium, and to adjust certain personal services costs not generated by the Position Information Control System (PICS) for inflation. Non-PICS personal services items include mass transit taxes, unemployment assessments, overtime, temporaries, and shift differentials.

How Achieved:

The package makes adjustments in the agency's vacancy savings using historical data, and increases non-PICS generated accounts in the base budget using a 3.0% inflation factor per the 2015-17 budget instructions.

Staffing Impact:

None.

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services		(\$1,867)		(\$1,867)
Services & Supplies				
Capital Outlay				
Special Payments				
Total Request		(\$1,867)		(\$1,867)

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 010 - Non-PICS Psnl Svc / Vacancy Factor

Cross Reference Name: Youth Corrections Educational Program
Cross Reference Number: 58100-250-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Personal Services							
Temporary Appointments	-	-	7,394	-	-	-	7,394
Overtime Payments	-	-	-	-	-	-	-
Shift Differential	-	-	-	-	-	-	-
All Other Differential	-	-	3,763	-	-	-	3,763
Public Employees' Retire Cont	-	-	594	-	-	-	594
Pension Obligation Bond	-	-	(14,472)	-	-	-	(14,472)
Social Security Taxes	-	-	854	-	-	-	854
Unemployment Assessments	-	-	-	-	-	-	-
Total Personal Services	-	-	(\$1,867)	-	-	-	(\$1,867)
Total Expenditures							
Total Expenditures	-	-	(1,867)	-	-	-	(1,867)
Total Expenditures	-	-	(\$1,867)	-	-	-	(\$1,867)
Ending Balance							
Ending Balance	-	-	1,867	-	-	-	1,867
Total Ending Balance	-	-	\$1,867	-	-	-	\$1,867

OREGON DEPARTMENT OF EDUCATION

YOUTH CORRECTIONS EDUCATION PROGRAM (YCEP)

Essential Package 031

031 Standard Inflation & Price List Adjustments

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to fund expenditure increases due to inflation. The approved biennial inflation factor for 2015-17 is 3.0% for all programs except Attorney General Fees, Facilities Rent, and State Government Service Charges. Uniform rent increases by 4.4% with approval of the agency's CFO analyst. The hourly rate for Attorney General costs increase by 19.2%.

How Achieved:

The package funds estimated cost increases due to inflation.

Staffing Impact:

None.

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies		\$36,173		\$36,173
Capital Outlay				
Special Payments		\$418,002	\$64,730	\$482,732
Total Request		\$454,175	\$64,730	\$518,905

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: Youth Corrections Educational Program
Cross Reference Number: 58100-250-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Services & Supplies							
Instate Travel	-	-	77	-	-	-	77
Out of State Travel	-	-	-	-	-	-	-
Employee Training	-	-	77	-	-	-	77
Office Expenses	-	-	6,629	-	-	-	6,629
Telecommunications	-	-	8	-	-	-	8
Data Processing	-	-	1,200	-	-	-	1,200
Publicity and Publications	-	-	15	-	-	-	15
Professional Services	-	-	2,195	-	-	-	2,195
IT Professional Services	-	-	1,058	-	-	-	1,058
Attorney General	-	-	11	-	-	-	11
Facilities Maintenance	-	-	9,425	-	-	-	9,425
Intra-agency Charges	-	-	-	-	-	-	-
Other Services and Supplies	-	-	5,530	-	-	-	5,530
Expendable Prop 250 - 5000	-	-	9,921	-	-	-	9,921
IT Expendable Property	-	-	27	-	-	-	27
Total Services & Supplies	-	-	\$36,173	-	-	-	\$36,173
Special Payments							
Dist to Local School Districts	-	-	418,002	64,730	-	-	482,732
Total Special Payments	-	-	\$418,002	\$64,730	-	-	\$482,732

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: Youth Corrections Educational Program
Cross Reference Number: 58100-250-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Total Expenditures							
Total Expenditures	-	-	454,175	64,730	-	-	518,905
Total Expenditures	-	-	\$454,175	\$64,730	-	-	\$518,905
Ending Balance							
Ending Balance	-	-	(454,175)	(64,730)	-	-	(518,905)
Total Ending Balance	-	-	(\$454,175)	(\$64,730)	-	-	(\$518,905)

OREGON DEPARTMENT OF EDUCATION

YOUTH CORRECTIONS EDUCATION PROGRAM (YCEP)

Essential Package 032

032 Above Standard Inflation

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to fund the amount above, not including, standard inflation for a limited set of factors.

How Achieved:

This package adds 0.3% to Professional Services and IT Professional Services, as approved in the 2015-17 Budget Instructions at 3.3% for these line items.

Staffing Impact:

None.

Quantifying Results:

N/A

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies		\$325		\$325
Capital Outlay				
Special Payments				
Total Request		\$325		\$325

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 032 - Above Standard Inflation

Cross Reference Name: Youth Corrections Educational Program
Cross Reference Number: 58100-250-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Services & Supplies							
Professional Services	-	-	219	-	-	-	219
IT Professional Services	-	-	106	-	-	-	106
Total Services & Supplies	-	-	\$325	-	-	-	\$325
Total Expenditures							
Total Expenditures	-	-	325	-	-	-	325
Total Expenditures	-	-	\$325	-	-	-	\$325
Ending Balance							
Ending Balance	-	-	(325)	-	-	-	(325)
Total Ending Balance	-	-	(\$325)	-	-	-	(\$325)

OREGON DEPARTMENT OF EDUCATION

YOUTH CORRECTIONS EDUCATION PROGRAM/JUVENILE DETENTION EDUCATION PROGRAM

Package 111 – YCEP Technical Adjustments

Problem:

The Department of Education is responsible for providing educational services to youth incarcerated in youth detention facilities in Oregon. Education staff were originally employed by the department and fielded to facilities operated by the current Oregon Youth Authority. Youth located in county correctional facilities were served through contracted providers for educational services.

As part of collective bargaining many years ago, an agreement was reached with the union to begin shifting department staff (predominantly teachers, teachers' aides, and support staff) from the department to local education contractors. When a position serving OYA facilities becomes vacant, an internal recruitment is announced and, if not filled internally, the position is left vacant and funding is transferred to service providers (generally school districts or education service districts). This practice has taken the department staff for the YCEP program down from approximately 100 to 4 currently in 2013-15. Only two OYA facilities currently house department staff: Hillcrest in Salem and MacLaren in Woodburn.

Proposed Solution:

Two of the four remaining positions became vacant early in the 2013-15 biennium. The purpose of this request is to eliminate these two positions and shift the workload and funding to the provider contract for educational services. This will leave two positions remaining in the department that serve directly at OYA facilities.

This package shifts \$1,376,462 Other Funds from budget categories no longer pertinent to this program to special payments where the funds are actually spent.

Equity Analysis:

N/A

List Staff Impact:

✓ Abolish	
Position 0110014	C0104, Office Specialist 2, permanent, full-time, 24 months, (SR 15)
Position 0789252	C2302, Teaching Assistant, permanent, full-time, 24 months, (SR 13)

Positions: -2
FTE: -2.00

OREGON DEPARTMENT OF EDUCATION

Quantifying Results:

Budgets should reflect planned expenditures and provide a basis for tracking actual expenditures as one measure of performance and accountability. Making this technical adjustment reflects planned expenditures, resulting in more useful and meaningful comparisons of actual expenditures to budgeted expenditures.

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Personal Services		(\$575,883)		(\$575,883)
Services & Supplies		(800,579)		(800,579)
Special Payments		1,376,462		1,376,462
Total Request	\$0	\$0	\$0	\$0

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 111 - YCEP Tech Adjustments

Cross Reference Name: Youth Corrections Educational Program
Cross Reference Number: 58100-250-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Personal Services							
Class/Unclass Sal. and Per Diem	-	-	(112,872)	-	-	-	(112,872)
Temporary Appointments	-	-	(220,000)	-	-	-	(220,000)
All Other Differential	-	-	(110,000)	-	-	-	(110,000)
Empl. Rel. Bd. Assessments	-	-	(88)	-	-	-	(88)
Public Employees' Retire Cont	-	-	(35,192)	-	-	-	(35,192)
Social Security Taxes	-	-	(33,880)	-	-	-	(33,880)
Worker's Comp. Assess. (WCD)	-	-	(138)	-	-	-	(138)
Mass Transit Tax	-	-	(2,657)	-	-	-	(2,657)
Flexible Benefits	-	-	(61,056)	-	-	-	(61,056)
Total Personal Services	-	-	(\$575,883)	-	-	-	(\$575,883)
Services & Supplies							
Office Expenses	-	-	(150,000)	-	-	-	(150,000)
Telecommunications	-	-	3,000	-	-	-	3,000
Data Processing	-	-	(30,000)	-	-	-	(30,000)
Facilities Maintenance	-	-	(323,579)	-	-	-	(323,579)
Expendable Prop 250 - 5000	-	-	(300,000)	-	-	-	(300,000)
Total Services & Supplies	-	-	(\$800,579)	-	-	-	(\$800,579)
Special Payments							
Dist to Local School Districts	-	-	1,376,462	-	-	-	1,376,462
Total Special Payments	-	-	\$1,376,462	-	-	-	\$1,376,462

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 111 - YCEP Tech Adjustments

Cross Reference Name: Youth Corrections Educational Program
Cross Reference Number: 58100-250-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Total Expenditures							
Total Expenditures	-	-	-	-	-	-	-
Total Expenditures	-	-	-	-	-	-	-
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-
Total Positions							
Total Positions							(2)
Total Positions	-	-	-	-	-	-	(2)
Total FTE							
Total FTE							(2.00)
Total FTE	-	-	-	-	-	-	(2.00)

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPFISCAL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 17

REPORT: PACKAGE FISCAL IMPACT REPORT

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

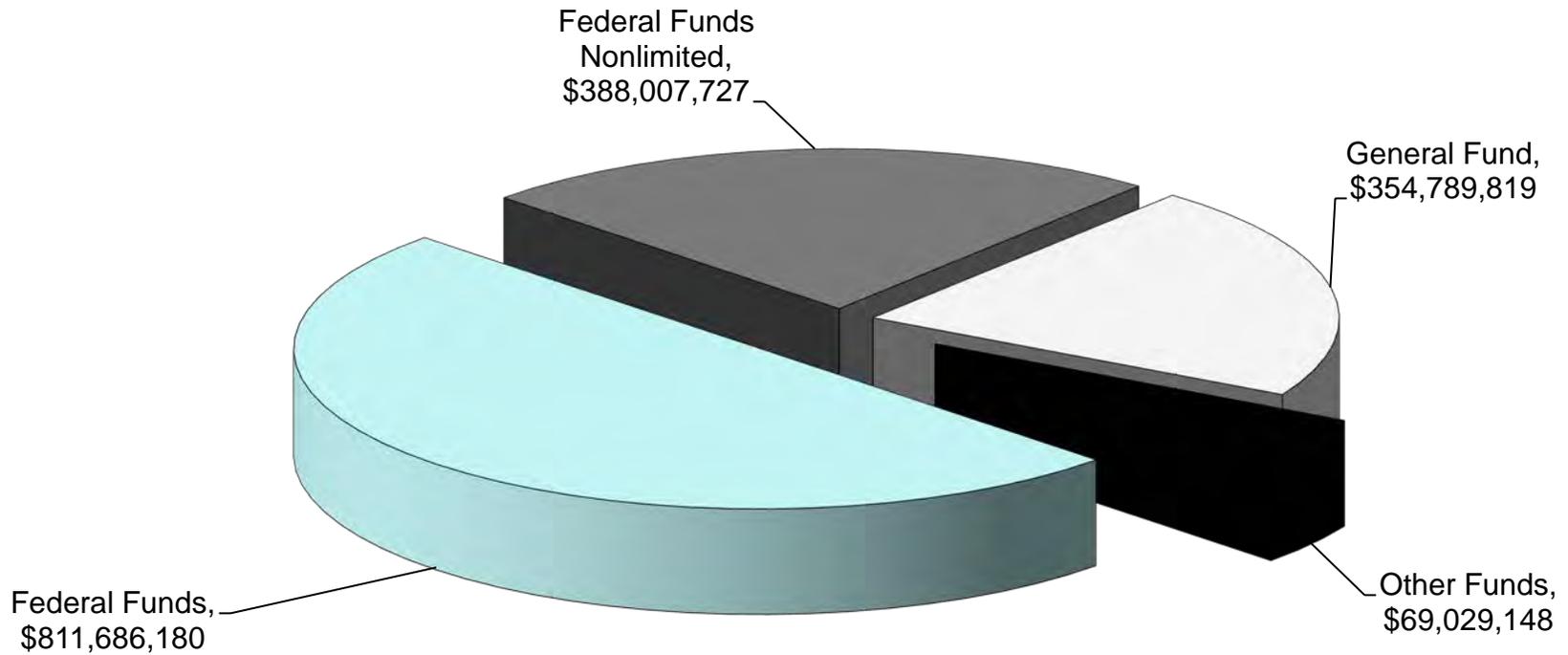
SUMMARY XREF:250-00-00 Youth Corrections Educational

PACKAGE: 111 - YCEP Tech Adjustments

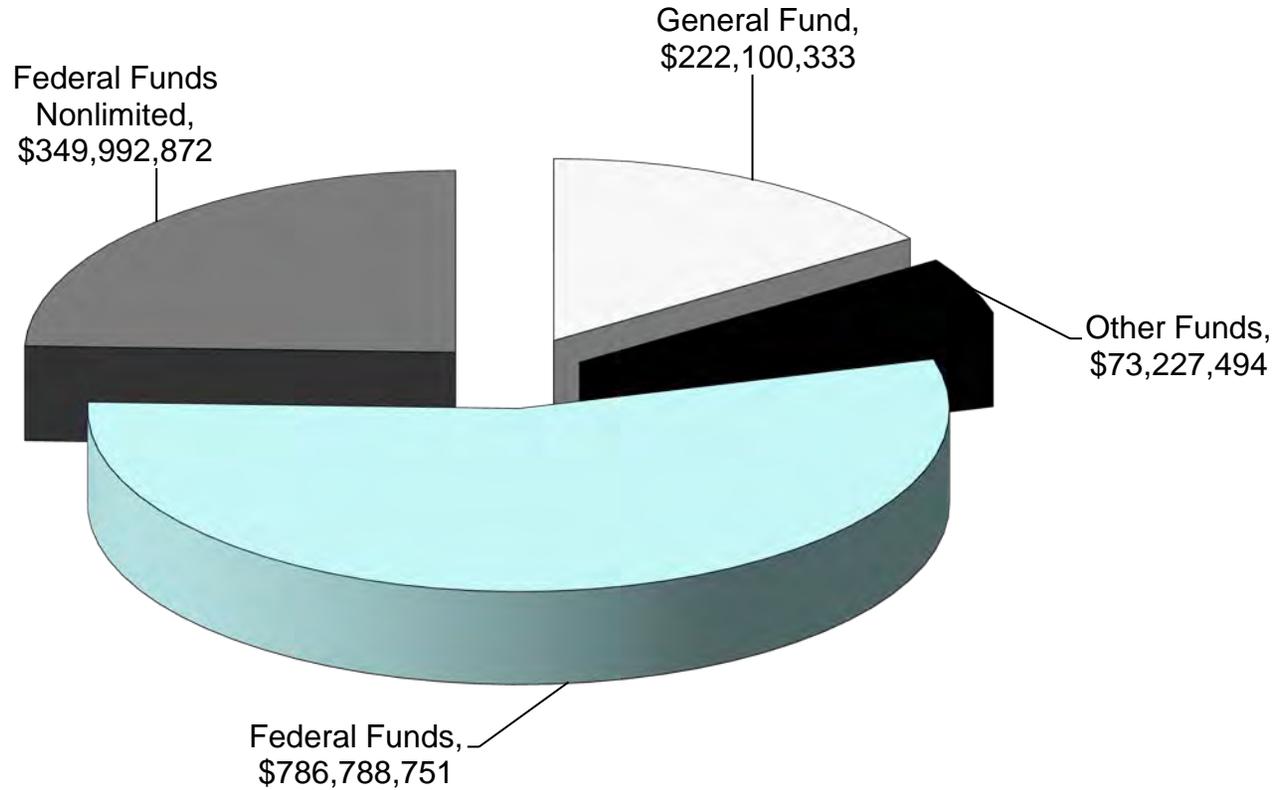
POSITION NUMBER	CLASS	COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
0110014	OA	C0104	AA OFFICE SPECIALIST 2	1-	1.00-	24.00-	02	2,435.00		58,440-			58,440-
										44,340-			44,340-
0789252	OA	C2302	AA TEACHING ASSISTANT	1-	1.00-	24.00-	02	2,268.00		54,432-			54,432-
										43,400-			43,400-
TOTAL PICS SALARY										112,872-			112,872-
TOTAL PICS OPE										87,740-			87,740-
TOTAL PICS PERSONAL SERVICES =				---	-----	-----			-----	200,612-			200,612-

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GRANT-IN-AID
2015-17 Governor's Recommended Budget
\$1.62 Billion All Funds
(by fund source)



GRANT-IN-AID
2013-15 Legislatively Approved Budget
\$1.43 Billion All Funds
(by fund source)

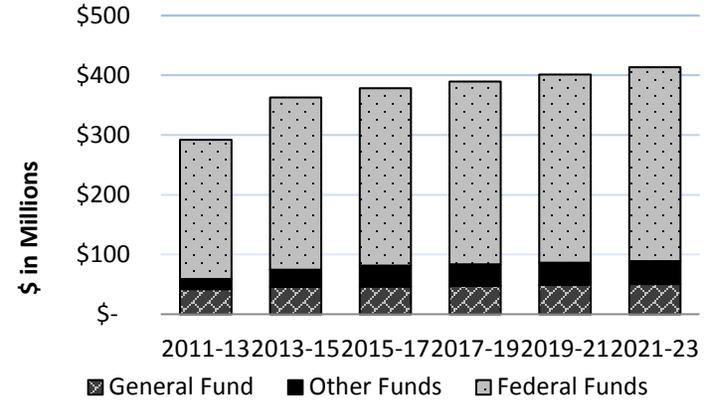


Executive Summary – Grant-in-Aid Programs

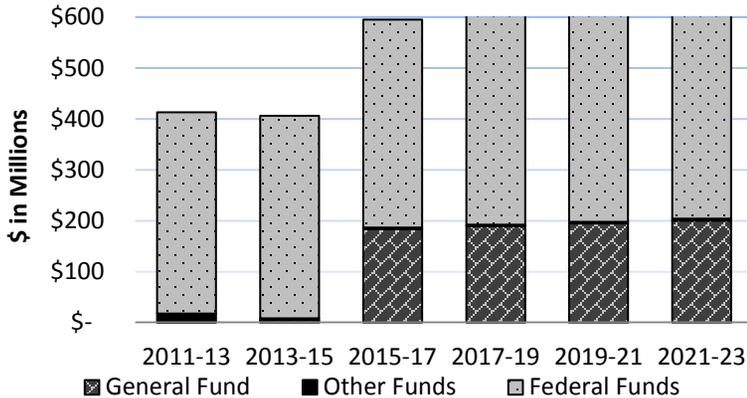
Strategy: #2 Special Education

ODE and districts have an obligation to ensure students with disabilities receive a free, appropriate public education in the least restrictive environment. Special education is a broad spectrum of programs and services offered by districts and the state for the education of students with disabilities. Without programs and services, students with disabilities will not be able to meet the 40-40-20 goal and will continue to have achievement gaps when compared to their non-disabled peers.

Special education programs and services support tens of thousands of Oregon’s children who have one or more disabilities as defined by the Individuals with Disabilities Education Act (IDEA). Approximately 74,452 - or 13.3% - of Oregon’s children (K-21) have one or more IDEA-defined disabilities, an increase of 2.2% from 2008-2009 (see table at the end of this section). Programs and services for these children include the following:



Strategy: #4 Other Compensatory Education

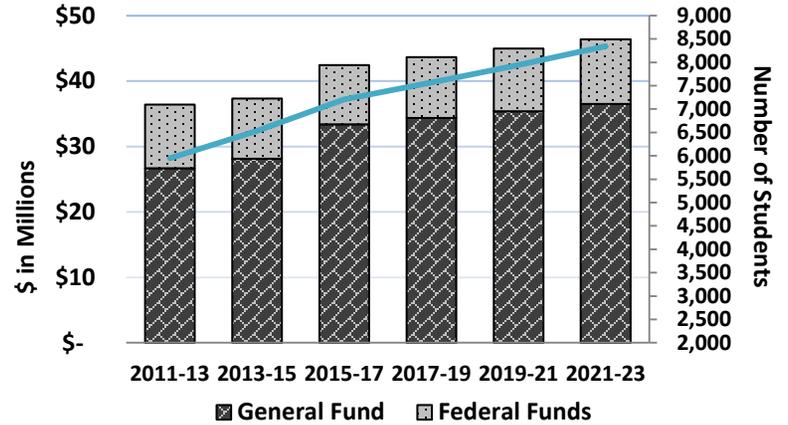


The main goal of the compensatory education program is to improve and enhance the programs and services funded under the regular education program for educationally disadvantaged students by implementing best practices that will support learning for all children and eliminate the achievement gap between student subgroups.

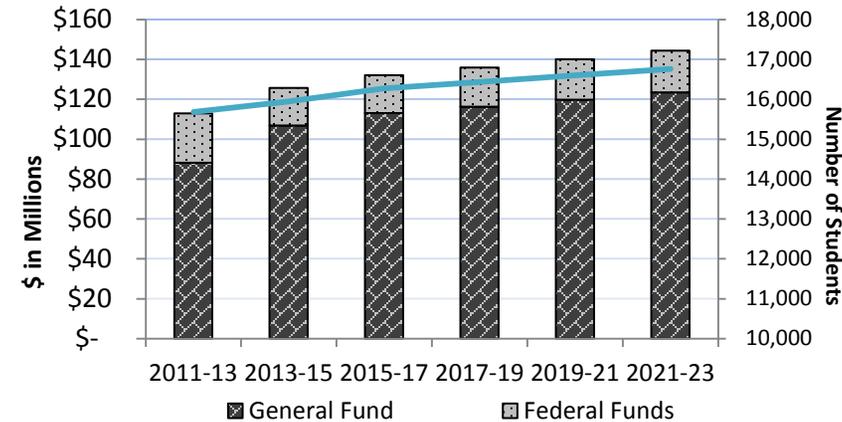
Compensatory education programs, which include federally-funded Title programs, provide supports to under-served populations through the implementation of evidence-based best-practices, support for continuous improvement and innovation, and accountability for outcomes

Strategy: #5 Early Intervention

ODE serves nearly 3,000 infants and toddlers living with disabilities through a state-mandated special education program called Early Intervention (EI). Children ages birth to three years receive coordinated health and educational services such as physical and cognitive therapies to help lessen the impact of the disability on the child’s development and education and to help parents/families prepare for future steps in education. Data show the need for Early Intervention services across the states are on the rise, with Oregon expecting an increase of 110 children who will need specialized services by April 2013.



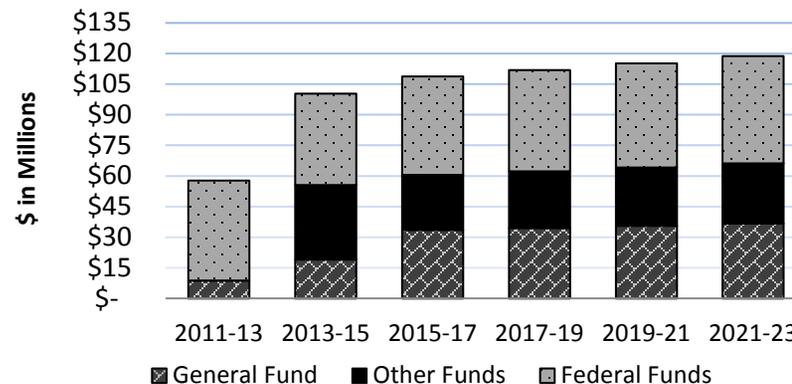
Strategy: #6 Early Childhood Special Education



Early Childhood Special Education (ECSE) is a federally mandated special education program for preschoolers, age three to kindergarten, with disabilities or developmental delays. Currently the state serves about 8,400 children through in these programs. Research shows early intervention can lessen the impact of the disability or delay on the child’s future growth and development and success in school. Funding has not been able to keep up with the steady demand of service.

Strategy: #11 Teacher & Administrator Support

Investing in the creation and support of effective teachers and leaders is one of the most significant strategies towards improving student achievement in which the state can engage. Consistent and significant investment in this area will yield highly qualified teachers guided by effective leaders in every school, which will translate into effective learning and improved outcomes for all students. This strategy addresses the following indicators: ready to apply math and reading skills; on track to earn a diploma; and ready for college and career training.

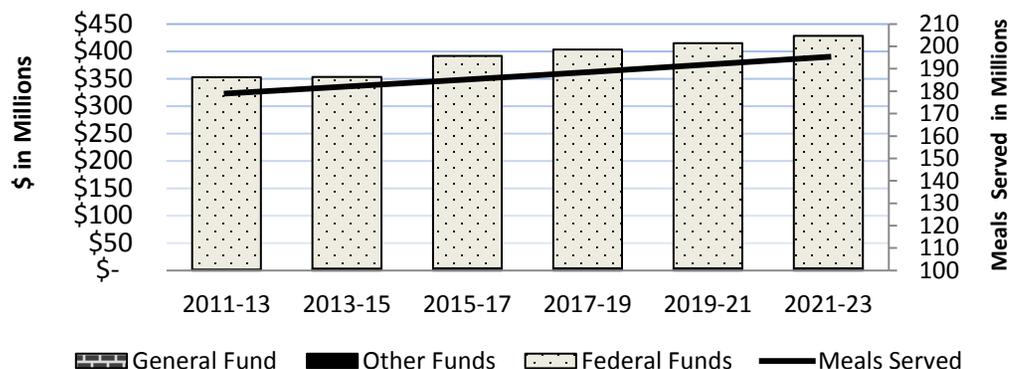


Strategy: #12 Child Nutrition

Oregon children are among the hungriest in the nation. Children who are hungry are at higher risk for developmental and academic problems, frequent illness and nutritional inadequacies¹ while a well-nourished child is ready to learn, with energy to play, exercise, and learn; better able to form social relationships; and given a solid foundation to succeed in school and in life.

The Oregon Department of Education’s Child Nutrition Programs address the hunger issue through the administration of federal and state funds:

- Reimbursing organizations for serving nutritious meals and snacks to eligible participants in schools and community-based programs;
- providing training and oversight to ensure compliance with state and federal requirements;
- increasing fresh fruit and vegetable consumption in low-income areas;
- supporting child care wellness activities related to nutrition and physical activity;



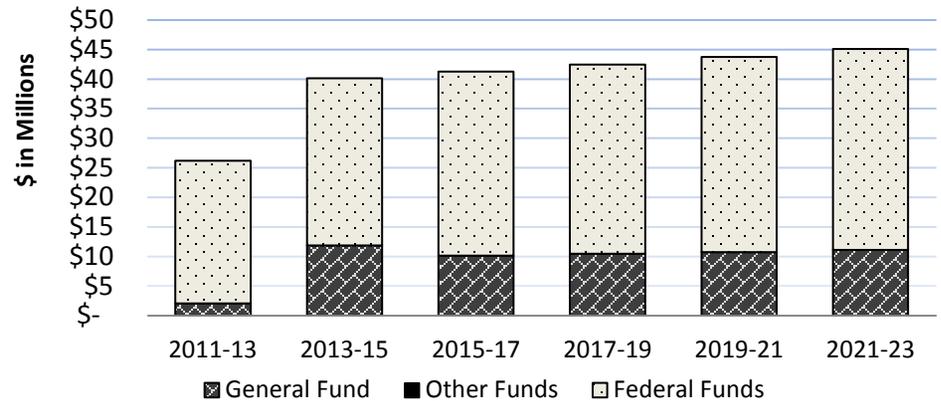
¹ <http://www.childhoodhunger.org/>

- supporting purchase of fresh, locally-grown products in schools; and,
- encouraging expansion of afterschool programs through administration of mini-grants.

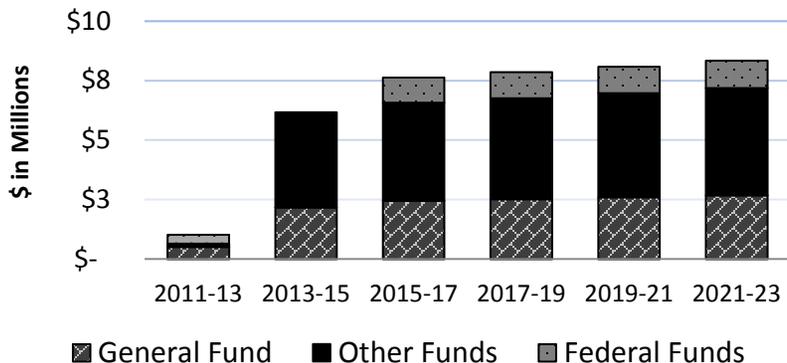
Strategy: #13 Career & Technical Education

Learning in a career context creates relevance and motivation for students resulting in higher student retention rates, high graduation rates, and smoother transitions after high school graduation. Career and Technical Education (CTE) provides high school and community college students with career-focused, industry-aligned academic and technical knowledge and skills, personalized career development, and structured pathways for seamless transitions to postsecondary education and/or to employment, industry apprenticeships and training, or the military. CTE supports Oregon’s overarching education outcome: Oregonians are prepared for lifelong learning, rewarding work, engaged citizenship, and relates to the following education indicators: on track to earn a diploma (#3);

ready for college and career training (#4); and ready to contribute to career and community (#5). These comprehensive program designs support the Oregon Education Funding Team Results: 1) Investing in Outcomes, 2) Support & Accountability, 3) Support and Elevate Education, 4) Standards & Assessments, and 5) Engaged Communities.



Strategy: #15 Miscellaneous Programs & Strategies



This proposal addresses small and miscellaneous programs and strategies not included in other bids. These include strategies that make education more relevant to students such as accelerated learning, the Advanced Placement Test Fee Program, FIRST Robotics and physical education grants as well as programs that ensure the safety of students such as pupil transportation, fingerprinting and background checks. Some of these activities address the following indicators: ready to apply math and reading skills; on track to earn a diploma; and ready for college and career training.

Other: ESEA Waiver

The U.S. Department of Education’s approved Oregon’s request for ESEA Flexibility (or No Child Left Behind [NCLB] waiver), which is great news for Oregon schools and Oregon kids. The waiver marks a highly anticipated move away from the one-size-fits-all mandates and sanctions of No Child Left Behind and toward the vision of an aligned system of P-20 education that is student-centered and focused on outcomes.

What’s Out? The “Old” System of:

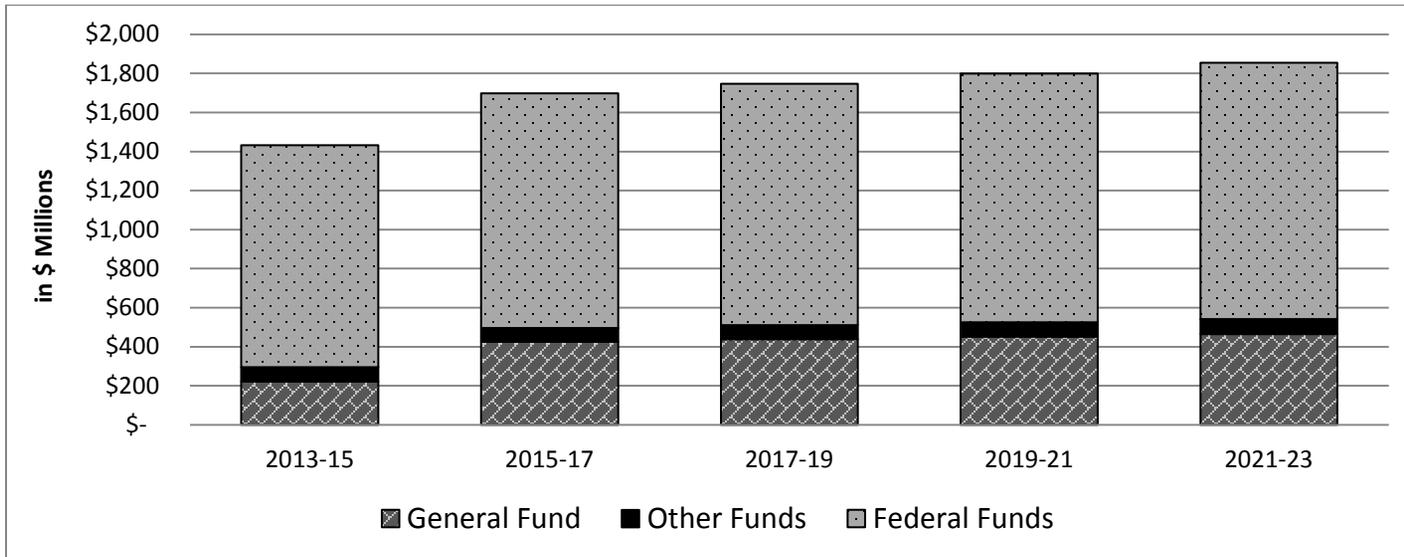
- One-size fits all; miss one, miss them all
- Blanket sanctions imposed on schools in improvement status; no discretion on how set-aside funds were spent
- Too much focused on standardized test scores and getting certain kids “over the line”

What’s In? The “New” System of:

- Home-grown accountability system designed by Oregon stakeholders
- Focus on the most vulnerable student populations – will continue to report disaggregated data; in addition, will report on an aggregate of underserved populations (which will ensure all schools are accountable for all students regardless of the size of the subgroup).
- Focus on achievement and growth for all students
- District-developed achievement compacts representing a shared commitment and responsibility from the state and the school system; compacts empower districts and communities to come together around shared goals for key student outcomes.

In the new landscape, ODE has committed to increasing student achievement, implementing a high quality Teacher-Student Data Link, supporting effective instruction and leadership, and moving toward a system that provides a more robust understanding of students’ progress toward college and career readiness. And these efforts will require additional resources.

GRANT-IN-AID



The Oregon Department of Education receives and administers dozens of grants. Most of these grants come from the U.S. Departments of Education (USED) and Agriculture (USDA), and are distributed primarily to local education programs. The ODE expects to distribute about \$1.28 billion in federal grants during the 2013-15 biennium. At this time, the 2015-17 levels of federal funding are unknown, although historically Oregon has seen overall steady growth in federal programs. The agency’s budget request assumes distribution of about \$1.33 billion.

The ODE will also distribute about \$426 million in state General Fund to local education programs - not including the State School Fund - this biennium. Both federal and state grants may be formula or competitive in nature. Major grants are described in the sections below, with the exception of a few that are discussed in the “School Funding” section of this budget document.

The goal is to allocate resources in a way that gets students to the highest level of achievement by the time they finish high school (given this analysis is limited to K-12). This requires balancing the indirect impacts on later achievement that added resources have in the early grades, against the more direct impacts that more resources have in the later grades. Because the impacts of shifting greater resources to the earlier grades can fade over time (e.g., during the summer months when school is not in session), impacts in the early grades generally need to be larger than those in later grades, in order to have the same eventual impact on achievement at the high school level. The

availability of funding for strategic efforts is critical as we hold schools and districts accountable for increased outcomes. Closing the funding gap will support efforts to close the achievement gap (Quality Education Commission, 2012).

Oregon's Legislature in 2011 affirmed a clear and ambitious goal for the State, known as the "40-40-20" goal, which states "by 2025 all adult Oregonians will hold a high school diploma or equivalent, 40 percent of them will have an associate's degree or a meaningful postsecondary certificate, and 40 percent will hold a bachelor's degree or advanced degree." Passage of the goal into law, through Oregon Senate Bill 253, has prompted a new drive for action and change. The Oregon Legislature has recently taken the critical steps necessary to begin building back a strong system of education and support for our students, ranging from early childhood through postsecondary, however there is still a noticeable gap in the level of funding required to support the programs necessary to meet the 40-40-20 goals.

There are currently plans to continue the flow of funds to the field including recently awarded Closing the Achievement Gap, Mentoring, Monitoring and Acceleration Grant focusing on under-served student populations, and Regional STEM hub grants. Additional funds will be available based on the strategic priorities established by the Oregon Education Investment Board (OEIB) and ODE.

Currently, all ODE program offices have responsibility for grant administration. While the specifics of grant administration may vary from grant to grant, the process generally includes the following: developing, distributing, and approving sub-grant applications; determining the appropriate allocations of the funds; and disseminating the funds. Grant administration also involves defining the requirements and expectations of each grant, including the applicable federal and state guidelines, rules, and regulations; communicating these requirements and expectations to grantees; and ensuring agency and district compliance with the allowable uses of funds. Staff prepare guidance documents, create web pages, and conduct statewide and regional workshops (some via teleconference) to distribute grant-related information. The ODE grantees include school districts, education service districts, institutions of higher education, state agencies, and other local education programs.

The ODE has a centralized, uniform, grant management system known as the Electronic Grants Management System (EGMS), which allows grantees to monitor their sub-grants from beginning to end and submit their claims electronically via the "ODE District Site" on the agency's web site. The EGMS system is used to track all sub-grants that are disbursed from the department, regardless of fund source.

This budgetary program unit (Grant-in-Aid) contains no positions. The staff positions, and their associated FTE and funding responsible for administering the grants, are reflected in the Department Operations budget.

Strategic investments in the 2013-15 budget are aimed at increasing college and career readiness for our students. The systemic changes, along with the collaboration between stakeholders, will result in increased graduation rates in future years. We can refine our strategies based on the comparison of Oregon's outcomes of the efforts of state leadership, with outcomes from states similar to Oregon.

How Schools Are Rated

As part of our federal waiver application, Oregon developed a new accountability system with a much greater focus on student learning and growth. This new system uses multiple measures to rate schools. For high schools these measures include academic achievement, academic growth, subgroup growth, graduation rates, and subgroup graduation. For elementary and middle schools the first three measures are used. Schools receive an overall rating of Level 1 through 5 based on how well they are doing in each of these areas. Level 1 schools represent the bottom 5 percent of schools. Level 2 schools represent the next lowest 10 percent. Level 3 makes up approximately the next 30 percent of schools. Level 4 represents the largest share of schools, those that fall between 44 percent and 90 percent of schools. Level 5 represents the top 10 percent.

For the report cards, schools also receive a rating that compares them to “like” schools, or other schools with similar student demographics, including percent poverty, mobility, students of color, and English learners. Schools are rated as below average, about average, or above average as compared to similar schools. This provides parents and community members with another perspective on achievement at the school.

In addition to the main report cards which are distributed to parents by local school districts, further information is available online. The Oregon Department of Education (ODE) created a detail report that provides more information on the various rating components and the [Chalkboard Project](#) is hosting an interactive online version of the report cards which were available on the [Open Books Project website](#) starting in November, 2013.

Focus, Priority, and Model Schools

A new metric in the department’s strategic plan is the identification of the lowest performing schools in the state, and targeting assistance to them. In order to provide support to the schools that need it most, last year ODE identified a list of [Focus and Priority](#) schools using our new accountability model. “Priority schools” are the lowest performing 5 percent of high poverty (Title1) schools. The next lowest 10 percent schools are “Focus schools.” Identification of these low performing schools was part of our state’s federal flexibility waiver. These schools have been receiving additional supports, interventions, and funding to increase student success. As outlined in the waiver, these schools will receive supports for a total of four years, and new Focus and Priority schools will not be identified until these schools have exited the program in 2015.

However, last year we also released a list of Model schools—high poverty schools that have been identified as examples of successful student outcomes. These schools serve as models and mentors to other schools around the state. Unlike the Focus and Priority schools which are designated for four years, the Model school designation is done annually. This year, 26 schools were identified as Model schools. Twelve of these schools were on the Model schools list last year. For a list of the 2013-14 Model schools, along with the names of the Focus and Priority schools, [click here](#).

Office of Learning - Instruction, Standards, Assessment & Accountability

The Office of Learning, Instruction, Standards, Assessment and Accountability (ISAA) operates within two major sub-units:

Instruction and Standards and Assessment and Accountability. The Instruction and Standards section administers about a dozen Elementary and Secondary Education Act/No Child Left Behind grants, the Advanced Placement Test Fee Program grant, the Carl B. Perkins career program grant, and several state-funded programs.

Federal Programs:

- **Advanced Placement Program: Test Fee** – provides payment of advanced placement and international baccalaureate exam fees, for any student who qualifies for free or reduced-price lunch.
- **Carl D. Perkins Career & Technical Education (Basic Grant)** - provides resources to improve student academic and technical skill achievement, as well as prepares students for postsecondary education and employment.
- **College and Career-Ready Students/Grants to LEAs (ESEA/NCLB, Title IA)** - Title I-A provides financial assistance to Local Education Agencies (LEAs) and schools with high numbers or high percentages of poor children, to help ensure all children have access to a high quality education, and can reach proficiency on academic standards.
- **Homeless Children and Youth Education (ESEA/NCLB, Title X)** - Title X protects the rights of children and youth in homeless living situations, to access public education with accommodations as needed, to ensure they have the same opportunities to meet the challenging achievement standards to which all students are held.
- **Improving Teacher Quality/Effective Teachers and Leaders (ESEA/NCLB, Title IIA)** – Title IIA provides resources to increase student achievement by elevating teacher and principal quality through recruitment, hiring, mentoring, and retention strategies.
- **Mathematics and Science Partnerships (ESEA/NCLB, Title IIB)** - Title IIB provides resources to increase the academic achievement of all students in mathematics and science.
- **Neglected and Delinquent Children and Youth Education (ESEA/NCLB, Title ID)** - Title ID, Subpart 2, supports prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk (N or D), by improving educational services for students to have the opportunity to meet the challenging State standards, successfully transition from institutions to further schooling/employment, and prevent the student dropping out of school.
- **School Improvement/Turnaround (ESEA/NCLB, Title 1003-G)** - provides funding to low-performing schools to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments.

OREGON DEPARTMENT OF EDUCATION

- Small, Rural Schools (ESEA/NCLB, Title VIB)** - Title VI-B, the Rural Education Achievement Program (REAP) is designed to assist rural school districts in using Federal resources more efficiently to improve the quality of instruction and student academic achievement. It consists of two separate programs – the Small, Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program.
- 21st Century Community Learning Centers (ESEA/NCLB, Title IVB)** - Title IV-B 21st Century Community Learning Centers supports the creation of community learning centers (developed in partnership between a LEA, a community-based organization, and another public entity or private entity) that provide academic enrichment opportunities during non-school hours for students who attend high-poverty (≥50% Free & Reduced Lunch) and low-performing schools.

Target group served:

Program	Students Served 2011-12	Estimate of Students Served 2012-13	Estimate of Students to be served 2013-14
Title I-A (175 districts served)	236,014 (source of data is 2011-12 CSPR 2.1.2.2)	240,000	241,000
Title I-D (24 districts served)	6,100 (source of data is 2011-12 CSPR 2.4.1/2.2)	6,300	6,500
Title IV-B	26,719 (source of data is PPICS ¹)	25,000	27,650
Title VI-B	(included in Title I-A)	(included in Title I-A)	(included in Title I-A)
Title X (included in Title I- A)	3,124 (source of data is 2011-12 CSPR 1.9.2.1)	3,200	3,250

State-supported Programs:

- Accelerated College Credit** - Established by the 2011 Legislature (SB 254), this program provides grants for 1) the education or training of teachers who will provide or are providing instruction in accelerated college credit programs; 2) the payment of students' costs related to these programs (except for test and examination fees); and 3) the purchase of classroom supplies for the programs.

- **Beginning Teacher and Administrator Mentoring Program** - These grants support quality mentoring activities that help ensure an effective transition for first- and second-year teachers and administrators into a teaching or an administrative career. The program is designed to support research-based activities for recruiting and retaining high-quality teachers and administrators.
- **Career/Technical Education Revitalization** - Established in 2011 (HB 3362), this program provides funds to school districts, education service districts, public schools or public charter schools, to enhance collaboration between education providers and employers. The ODE is directed to award the grants in a manner ensuring representation of a diversity of grantees, in terms of number of students served and geographic location, and to applicants that receive commitments from other entities to provide resources for collaboration.
- **Oregon Career & Technical Education Student Organizations (OCTSO) (also known as “Student Leadership Centers”)** - This grant, to the Oregon Career and Technical Education Student Organization, provides opportunities for students to meet Oregon diploma requirements, and develop and enhance the skills needed to be successful in careers and as a citizen. OCTSO is the organizational umbrella for Distributive Education Clubs of America (DECA); An Association of Marketing Students; Future Business Leaders of America (FBLA); Future Farmers of America (FFA); An Association of Agriculture Education Students; Health Occupations Students of America (HOSA); SkillsUSA: An Association of Student in Technical, Skilled, and Service Studies; Family, Career, and Community Leaders of America (FCCLA); and Associated Oregon Forestry Clubs (AOFC).
- **Physical Education (P.E.) Grant Program** - Oregon Revised Statutes required ODE to award grants to school districts and public charter schools for the purpose of meeting the minimum physical education requirements for kindergarten through grade 8. The grants require students in kindergarten through grade 5 to participate in physical education for at least 150 minutes during each school week, and students in grades 6-8 to participate in physical education for at least 225 minutes during each school week. At least 50 percent of the physical education class time is to be used for actual physical activity.

Public schools offering any grade, kindergarten through eighth, were eligible to apply for the Physical Education Expansion K-8 (PEEK-8) Teacher Hire Grant and/or the Physical Education Expansion K-8 (PEE.K-8) Professional Development Grant. The Teacher Hire grants enable school districts and public charter schools to hire licensed physical education teachers and support activities related to meet the physical education instructional requirements for students in kindergarten through grade 8. The Professional Development grant enables school districts and public charter schools to provide evidence-based professional development that will lead to quality physical education instruction and meet the K-8 minute requirements.

- **School District Collaboration** - Established by the 2011 Legislature (SB 252), this grant program provides state funds to districts to improve student achievement, through design and implementation of new approaches to teacher evaluation, professional development, compensation, and career paths.
- **Public Charter Schools** - Oregon Revised Statutes allows public charter schools to be authorized (sponsored) by local school districts, institutions of higher education, and the State Board of Education. The Oregon Department of Education provides oversight and support to

the four charter schools authorized by the State Board, and receives revenue from each of the four public charter schools based on a percentage of their funding. In addition, the Department provides technical assistance and support to developing charter schools, charter school operators, current and prospective authorizers, as well as other agencies around the state that interface with public charter schools. The State Board of Education adopts and enforces rules relating to public charter schools, including the development, appeals, operation, renewal, termination, virtual public charter schools, and other school functions.

Oregon currently has 124 public charter schools representing about 27,100 students, about 4.8% of the public students enrolled in the state. There are 120 public charter schools authorized by local school district boards, and four are authorized by the State Board of Education. Along with the State Board of Education, there are 75 local school district boards that actively authorize public charter schools. There are many eligible authorizers in the state including all 197 local school district boards, the State Board of Education, any community college operated under ORS chapter 341, an institution of higher education listed in ORS 352.022, or the Oregon Health and Science University. The number of operating public charter schools increases each year.

- **Common Core Standards, College and Career Readiness, Review of Instructional Materials, Alternative Education, Accelerated Learning, Guidance & Counseling** - High school success has been redefined as not only ensuring all students graduate from high school, but that they graduate ready for college and careers. ODE must demonstrate how we are planning and implementing college and career ready expectations for all students, including the adoption of college and career ready standards.

Oregon adopted the Common Core State Standards in English Language Art and Math.

Educators across Oregon are supported in their work to achieve the goals of 40-40-20. Using mentoring and guidance systems for all students, the current emphasis is on closing the achievement gap of traditionally underserved students including English Learners (ELs), and Alternative Education, as well as potential accelerated student credit programs (e.g. Dual-credit). Assisting educators, students and community members to implement state-adopted core curriculum is a critical function of this program area.

- **Connecting to the World of Work** - The Connecting to the World of Work initiative is intended to provide students with the skills, knowledge, and experience necessary for success in the workplace by investing in science, technology, engineering, math, and the creative arts (STEAM). The ODE will receive funds for STEAM lab schools, for students in grades six through fourteen, as well as formal and informal STEAM opportunities providing hands-on, real world education programs for students from underserved populations. Funds are also provided for development of three to six models, to overcome current inflexible and fragmented approaches to delivery of education in grades nine through fourteen.

- **Oregon Reads** - This program encourages early literacy by providing guidance and support for students' post-secondary aspirations, and helps students prepare for success in the workplace by focusing on STEM and the Arts (STEAM). Oregon Reads expands the Ready-to-Read program to include programs for fifteen to seventeen year olds.

- **Support for Middle-High School** - This program provides information about education and training beyond high school, to middle and high school students in Oregon. It allows them to learn about the college admission processes and apply for financial aid.
- **Seamless Transitions** - Seamless Transitions allows students to more easily transition to postsecondary education and/or to employment, industry apprenticeships and training, or the military.

Office of Learning - Student Services (OLSS)

Student Services supports and monitors programs that provide direct services to diverse learners, and assists in the development of strategies to address unique learning differences. Units in this office manage programs that include special education, early childhood special education, accountability and program compliance, and capacity building and partnerships with community stakeholders. This work is designed to ensure that multiple teaching and learning strategies encompass student needs derived from socio-economic, social emotional, linguistic, cultural, ethnic or other differences. This focus allows learners to demonstrate their performance skills and to benefit from participation in meaningful venues, as they prepare to become contributing members of the adult community.

Federal Programs:

- **Special Education, Part B, Section 611** - provides funds to states through IDEA formula grants to assist states in providing a free, appropriate public education to eligible K-12 students with disabilities, in the least restrictive environment; funds are distributed to school districts.
- **Special Education, Part B, Section 619** - provides funds to states through IDEA formula grant programs to assist states in providing a free, appropriate public education to eligible students, ages 3-5, with disabilities, in the least restrictive environment; funds are distributed to early childhood special education programs (see below).
- **Special Education, Part C** - provides funds to states through IDEA formula grant programs, to assist states in providing appropriate early intervention services to eligible children, birth through age 2, with disabilities, in a natural environment; funds are distributed to early intervention programs (see below).

The department no longer receives the Title IV Safe and Drug-free Schools grant, as federal funding was not provided beginning in 2009-10. However, through partnerships with other state agencies, the Office of Learning, Student Services section oversees statewide activities related to promoting, monitoring, and ensuring a safe and drug-free learning environment, to support student academic achievement. These activities emphasize scientifically-based prevention practices in schools.

- **Child Nutrition Programs** - The Office of Learning, Student Services administers several nutrition grant programs. The federal nutrition programs are a collection of programs that provide nutritious and low-cost meals in educational or care settings to children – infant to 18

years old - as well as functionally impaired adults and persons age 60 and older. The programs provide cash reimbursements and donated food assistance to public and private schools, residential childcare institutions, and child and adult day care programs under agreement with the USDA. Congress enacted the 1946 National School Lunch Act as a "measure of national security, to safeguard the health and well-being of the Nation's children." The programs can be divided into two groups: school-based and community-based.

The school-based and community-based nutrition programs assure participants have access to nutritionally adequate meals and milk. All participants in a sponsoring organization have access, regardless of household income. General cash assistance and food donations are provided to sponsors for meals and milk served. Program sponsors receive special assistance for meals and milk, either served to participants in low-income households (gross income at or below 185 percent of poverty) or served in low-income areas (schools with at least 50 percent of students with household incomes at or below 185 percent of poverty).

School-based programs include the following:

- **National School Lunch Program (NSLP)** - The NSLP operates in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost meals to enrolled children, every school day.
- **School Breakfast Program (SBP)** - Like the NSLP, the SBP operates in public and nonprofit schools and residential child care institutions. It provides nutritionally balanced, low-cost meals to enrolled children, every school day.
- **Afterschool Snack Program** - The Afterschool Snack Program operates through the NSLP and offers cash reimbursement to help schools serve snacks to children in after-school activities. Schools with 50 percent or more of students who qualify for free or reduced-price meals may offer snacks at no charge.
- **Special Milk Program** - The Special Milk Program provides milk to children in school, child care institutions, and eligible camps that do not participate in other federal child meal programs. Schools are reimbursed for the milk served.
- **Fresh Fruit and Vegetable Program (FFVP)** - The FFVP operates through the NSLP in selected low-income elementary schools. Schools will receive a \$50 to \$75 reimbursement per student to make fresh fruits and vegetables available to students during the school day.
- **Commodity Food Distribution Program** - The Commodity Food Distribution Program supports American agricultural producers. The program also provides nutritious, USDA-purchased food to the National School Lunch Program and the Summer Food Service Program.
- **Seamless Summer Option Program** - The Seamless Summer Option Program operates through the NSLP. Schools can operate during the summer with the same meal service, rules and claiming procedures used during the regular school year.

Community-based programs include the following:

- **Child and Adult Care Food Program (CACFP)** - The CACFP provides meals and snacks to children, 12 years of age and under, in childcare settings and to adults in nonresidential adult daycare centers. The CACFP also provides meals and snacks to children residing in emergency shelters.
- **Afterschool Meal and Snack Program** - This program provides meals and snacks at no charge to children under age 19 participating in after-school education or enrichment programs. Meals can be served any time after the school day has ended, on weekends, and on holidays during the school year. Sponsoring organizations include public entities, local government agencies, private nonprofit organizations, and some for-profit organizations.
- **Summer Food Service Program (SFSP)** - The SFSP provides funds to organizations sponsoring summer programs, to serve nutritious meals in low-income areas to children through age 18 when school is out. Summer food sponsors can feed children at numerous sites such as schools, parks and recreation programs, low-income housing complexes, community parks and pools, and essentially any place children gather during the summer months. Summer camps (both residential and non-residential) and summer food sites that serve primarily migrant children, can also participate and serve up to three meals a day.

Target group served:

Current data show over 92.5 million meals are being served annually to Oregon children through the NSLP, SBP, CACFP, and SFSP. These programs have experienced consistent growth biennium to biennium. The ODE uses non-limited federal funds expenditure authority to reimburse sponsors, due to the difficulty in predicting the level of reimbursement each biennium.

Of the meals served, about 78% are served to children eligible for free or reduced price meals. In FY 2011, the number of breakfast meals served increased when the state started contributing \$0.30 per reduced price school breakfast.

State-supported Programs:

OLSS also has oversight of the following state-supported services for children. These programs include low-incidence and early childhood programs.

- **Regional Programs** – Special education and related services, for infants, toddlers, children, and youth with disabilities of “low incidence”, are required under federal and state law. Low-incidence disabilities include hearing impairment, vision impairment, deaf-blindness, severe orthopedic impairment, autism spectrum disorders, and traumatic brain injuries. Regional programs, through economies of scale, provide a concentration of staff, services, equipment and materials, enabling Oregon to meet federal and state obligations for instruction and services for these children, in a cost-effective manner.

- **Long Term Care or Treatment (LTCT) Education** - The Long Term Care & Treatment (LTCT) program provides K-12 educational services to students who have been placed by other state agencies in day and residential treatment facilities. The children served by these programs have a variety of therapeutic and educational needs. The Hospital program provides K-12 educational services to children who have been hospitalized, excluding psychiatric facilities, for 5 days or more.

The LTCT educational services are provided by 26 different school districts, and educational service districts, around the state, in 38 different facilities. The average daily membership (ADM) of students served by the LTCT programs in SY12-13 was 912 students. There are two different educational service districts, Multnomah ESD and Willamette ESD that provide the educational services to an estimate of 300 ADM in 5 different hospitals around the state.

- **Hospital Education Program** - The hospital education program, required under ORS 343.261, provides services to Oregon children who are hospitalized for acute or chronic medical conditions requiring extended or frequent hospital care (including - but not limited to - burns, cancer treatments, orthopedic impairments and head injuries), or children who are hospitalized at one of the Oregon State Hospital campuses with serious mental health conditions. The educational program for each student is developed and implemented in conjunction with the medical treatment program. The ODE pays for the educational services, provided under contract with education service districts, in cooperation with the respective hospital authorities. During the 2011-2012 school year, the hospital program served approximately 1,660 students.

- **Youth Corrections and Juvenile Delinquent Educational Programs (YCEP and JDEP)** - Youth Corrections and Juvenile Delinquent Educational Programs (YCEP and JDEP) provide K-12 educational services to youth lodged overnight in county juvenile detention and Oregon Youth Authority correctional facilities

The JDEP provides K-12 educational services to youth detained in the 12 county juvenile detention facilities which had an estimated average daily membership (ADM) of 178 youth for the period of July 2013 to September 2013. There are 7 school districts and 3 educational service districts that provide the educational services in the JDEP program.

The YCEP provides K-12 educational services to incarcerated youth in the 10 Oregon Youth Authority close custody facilities, which had an estimated ADM of 389 for the period of July 2013 to September 2013. There are 4 school districts and 3 educational service districts that provide the educational services in the YCEP program.

- **Early Intervention/Early Childhood Special Education (EI/ECSE)** - The Early Intervention and Early Childhood Special Education program provides specialized services to children with disabilities, and to their families/caregivers, to support the child's development (ORS 343.475). In Oregon, EI/ECSE services are administered by regional contractors, usually education service districts. Services are individualized and based upon the unique needs of the child and family. Early intervention serves children, birth through two years of age, who have delays in developmental areas, or are diagnosed with a medical condition that is likely to result in developmental delay. Early Childhood Special Education serves children ages three to school-age who experience a developmental delay or a physical or mental

disability. Services for both parts of the program are designed to enhance the child's development in the areas of: physical development, cognitive development, communication development, social and emotional development and adaptive development. All children who qualify receive services. The program currently serves nearly 3,000 children with disabilities birth through age two, and about 8,400 children with disabilities from ages three to five. Since inception of the program, caseload growth has been steady. Currently, annual growth is projected to be about 3.7% for EI and 5.6% for ECSE.

Currently, funding for EI/ECSE services is provided by state General Fund (roughly 75%), federal funds (about 25%), and Medicaid fee-for-services reimbursements (1%). Historically, state funding for this program has been determined through a mandated caseload and inflation-based formula that takes into account federal and other funding available for the program. Each biennium, the Legislature appropriates grant funds to the program through a calculation based on changes in caseload (number of children), plus a statewide inflation adjustment. Over time, this funding mechanism has not kept pace with expenses and growth in the program. Data collected by the ODE, comparing the amount of service between 2004 and 2010, verified that children are receiving fewer and fewer services each year. As a result of ongoing concern about the adequacy of funds for this program, the 2009 Legislative Assembly directed the ODE, through a budget note, to complete development of a funding model for the program, which incorporates minimum service level expectations, caseload, and current cost estimates. It directed the ODE to incorporate the results of these efforts in its 2011-2013 budget request. Because of the lack of General Fund available for program expansions, the Legislature did not approve the additional funding for EI/ECSE.

Office of Learning- Education Equity Unit

This unit was created in recognition of the dramatic increase in racial and cultural diversity in Oregon over the past ten years. The unit provides focus on closing the achievement gap, and better serving students of color, as well as English Language Learners.

The academic achievement gap describes the gap in educational achievement that often exists between low-income or minority students and their peers. Oregon's African American, Hispanic, and Native American students have higher dropout rates and lower graduation rates than their White or Asian peers. We need to keep focused on our goal of preparing all students for high school, college, and career. Programs in this unit that support the office's focus include Indian Education, Limited English and Immigrant (Title III), and Migrant Education. This unit also includes ODE's civil rights function, with staff who work closely with the regional U.S. Department of Education Office for Civil Rights, U.S. Department of Agriculture Office of Civil Rights and other organizations committed to equal opportunity, nondiscrimination and respectful environments. The civil rights function offers training, technical assistance, and alternate dispute resolution opportunities for students, schools, districts, parents and interested parties regarding civil rights and equal opportunity.

- **English Learner Education (ESEA/NCLB, Title III)** - The purpose of the Title III program is to assist districts in teaching English to students with limited English proficiency, improve the educational opportunities and academic success for students identified as English Learners and Recent Arrivers (defined as LEP and Immigrant in ESEA reauthorization), and help students meet the same challenging state standards required of all students. Title III is supplemental to all local, state, or other federal funds.

Target group served:

This program serves 50,000 identified English learners in Oregon. 138 of Oregon's 197 districts participate in Title III, 70 of the 138 participate in a Title III consortium. Allocations are disseminated based on a per student count each August. Districts must either have an allocation of at least \$10,000 or participate in a Title III consortium, to access the Title III sub-grant. Districts are held accountable based on three AMAO (annual measurable achievement objectives). This report is released annually in the fall.

Funding is allocated each year, based on USDE guidelines for distribution. The amount received for the current year is \$7,379,132 (2013/14).

Note: 95% of the allocation is disseminated to sub-grantees (districts and consortia) on a per-pupil basis, 94.5% school year allocation, .5% Emergency Immigrant sub-grant. These allocations are required by Title III federal law

- **Migrant Student Education (ESE/NCLB, Title IC)** – The purpose of the Title IC, Migrant program is to improve the educational opportunities and academic success of migrant children, youth, agriculture workers and fishers, and their families. This supplementary program serves children and youth from age 3 through age 21, or until they graduate. The program provides supplemental high-quality and comprehensive educational programs for migrant children, in order to reduce the educational disruption and other problems resulting from repeated moves often associated with the migrant life style.

Target group served:

The state of Oregon serves 19,000 migrant students. 19 LEAs receive funding in three different Allocations: Regular Year, Summer School and Preschool. There are ten districts receiving these funds: Beaverton, Forest Grove, Hillsboro, Hood River County, Newberg, Nyssa/Adrian/Vale, Ontario/Annex, Portland, Salem-Keizer and Woodburn. There are nine ESD's receiving funds: Clackamas, Columbia Gorge, High Desert, Intermountain, Lane, Multnomah, Northwest Regional, Southern Oregon and Willamette. There are four Measurable Program Goals for the Migrant program: 1) Kindergarten readiness, 2) meeting state benchmarks in Reading, 3) meeting state benchmarks in Mathematics and 4) graduation

The three strongest components of the program are: Preschool readiness including parent training to work with their children, summer schools, (71 last year) and a summer high school leadership institute serving around 150 students

- **Closing the Achievement Gap**

The racial and cultural diversity in Oregon has increased dramatically over the past ten years, adding great richness to our classrooms and communities, and posing new challenges for our schools as they attempt to meet the needs of an increasingly culturally, racially and linguistically varied student population. The Academic Achievement Gap describes the gap in achievement that often exists between low income or minority students and their peers.

Oregon's African American, Hispanic, and Native American students have higher dropout rates and lower graduation rates than their White or Asian peers. We need to keep focused on our goal of preparing ALL students for high school and beyond. For our students today, a high

school diploma is not enough. Our students need to leave high school with the knowledge and skills to go on to career training, college, or living wage jobs. The only way we will be able to get there is, if teachers from kindergarten to high school are committed to helping each and every student achieve at high levels. It will take all of us working together, at every level, to ensure true equity in our schools.

- **Civil Rights**

It is a policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities or employment. The ODE works closely with the regional [U.S. Department of Education Office for Civil Rights](#), [U.S. Department of Agriculture Office of Civil Rights](#) and other organizations committed to equal opportunity, nondiscrimination and respectful environments.

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-300-00-00-0000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Other Funds						
Charges for Services	1,046	85,476	85,476	85,476	85,476	-
Interest Income	755	28,243	28,243	-	-	-
Donations	915,323	-	-	-	-	-
Other Revenues	524,615	1,481,396	1,481,396	1,344,701	1,344,701	-
Transfer In Other	-	45,288,681	45,288,681	43,575,786	43,575,786	-
Transfer from General Fund	19,527,670	22,864,474	22,864,474	23,961,983	23,961,983	-
Tsfr From Governor, Office of the	25,671	-	-	-	-	-
Tsfr From Employment Dept	128,752	-	-	-	-	-
Total Other Funds	\$21,123,832	\$69,748,270	\$69,748,270	\$68,967,946	\$68,967,946	-
Federal Funds						
Federal Funds	725,668,059	786,788,751	786,788,751	813,686,180	811,686,180	-
Tsfr From Administrative Svcs	11,127,813	-	-	-	-	-
Total Federal Funds	\$736,795,872	\$786,788,751	\$786,788,751	\$813,686,180	\$811,686,180	-
Nonlimited Federal Funds						
Federal Funds	350,935,689	349,992,872	349,992,872	388,007,727	388,007,727	-
Total Nonlimited Federal Funds	\$350,935,689	\$349,992,872	\$349,992,872	\$388,007,727	\$388,007,727	-

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Grant-in-Aid

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Textbook Review Fees	Other	410		85,476		85,476	85,476	
Athlete Agents	Other							
Interest Earnings	Other	605	755	28,243	1,022			
Donations and Contributions	Other	905	915,323		1,830,646			
Other Revenues - Misc	Other	975	144,235	1,481,396	273,404	1,344,701	1,344,701	
Transfer In - Intrafund	Other	1010	19,377,670		800,000			
Transfer In - Other	Other	1050		45,288,681		43,575,786	43,575,786	
State School Fund for Youth Corrections Ed. -JDEP & YCEP	Other	1060	150,000	22,864,474		23,961,983	23,961,983	
Transfer from Employment Dept.	Other	1471	128,752		152,572			
Other Misc. Revenues	Other		25,670					
Transfers Out - Intrafund	Other	2010			(397,000)			
Other Funds Total			20,742,405	69,748,270	2,660,644	68,967,946	68,967,946	-
ESEA Title IA-Grants to LEAs	Federal	995	293,748,715	300,489,369	320,851,650	343,311,266	343,311,266	
ESEA Title IC-Migrant Education	Federal	995	18,600,914	20,152,927	19,996,652	21,396,418	21,396,418	
ESEA Title ID Neglected & Delinquent	Federal	995	1,271,896	3,521,276	2,269,452	2,428,314	2,428,314	
Individuals with Disabilities Act (IDEA) Part B, 611	Federal	995	240,164,549	246,858,999	236,103,378	252,630,614	252,630,614	
ESEA Title III Career and Tech Ed State Grants (Perkins / Voc Rehab)	Federal	995	25,198,358	28,264,518	22,487,660	24,061,796	24,061,796	
IDEA, Sect 619 Special Ed. Preschool Grants	Federal	995	5,851,716	7,595,651	7,233,288	7,739,618	7,739,618	
IDEA, Part C Special Ed. Grants for Infants & Families	Federal	995	8,248,625	10,209,081	10,227,738	10,943,680	10,943,680	
ESEA Title X -McKinney-Vento Homeless Education Program	Federal	995	1,099,980	1,634,820	1,092,570	1,169,050	1,169,050	
21st Century Community Learning Centers (After School Learning Ctrs)	Federal	995	19,520,972	21,642,378	26,052,076	27,875,721	27,875,721	
Education Technology State Grants	Federal	995	2,327,961			-	-	
Program Improvement for Children with Disabilities	Federal	995	593,152	599,529	417,110	446,308	446,308	
Advanced Placement Fee Payment Program	Federal	995	634,433		628,602	672,604	672,604	
ESEA Title VI Rural & Low Income Schools Program	Federal	995	2,575,254	4,276,248	3,164,986	3,386,535	3,386,535	

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Grant-in-Aid

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
English Language Acquisition State Grants	Federal	995	15,109,631	23,262,043	16,421,690	17,571,208	17,571,208	
Title IIB Math & Science Partnership	Federal	995	2,518,924		2,724,328	2,915,031	2,915,031	
ESEA Title IIA Teacher and Principal Training State Grants	Federal	995	48,351,084	44,800,728	44,234,832	47,331,270	47,331,270	
Statewide Longitudinal Data Project Grant	Federal	995	32,500		16,047,902	17,171,255	17,171,255	
Coordinated School Health Programs	Federal	995	442,045			-	-	
Learn and Serve America	Federal	995	94,122			-	-	
American Recovery and Reinvestment Act	Federal	995	46,924,620			-	-	
Other Federal Programs	Federal	995	12,676,372	73,481,184	30,000,000	32,635,492	30,635,492	
Federal Funds Total			750,467,928	786,788,751	759,953,914	813,686,180	811,686,180	-
Nutrition, CACFP	Federal - NL	995	64,849,659	62,403,830	70,822,360	74,363,478	74,363,478	
Nutrition, Fresh Fruit & Vegetables	Federal - NL	995	4,695,542		4,573,478	4,802,152	4,802,152	
Summer Food Programs	Federal - NL	995	11,605,966	12,006,049	13,896,314	14,591,130	14,591,130	
School Lunch Programs (Bkfst, Lunch, Milk)	Federal - NL	995	267,238,993	275,582,993	288,782,088	294,250,967	294,250,967	
Federal Funds Non-Limited Total			348,390,160	349,992,872	378,074,240	388,007,727	388,007,727	-
GRAND TOTAL			1,119,600,493	1,206,529,893	1,140,688,798	1,270,661,853	1,268,661,853	0

OREGON DEPARTMENT OF EDUCATION

GRANT IN AID

Essential Package 021

021 Phase-In

2015-17 Fiscal Impact

Purpose:

In general, the purpose of the 021 package is to reflect budget adjustments to programs expected to phase-in fully during the next biennium. Typically, phased-in programs are those funded fewer than 24 months in one biennium, and needing to be funded for a full 24 months in the next biennium.

How Achieved:

This package adds \$5,309,607 Other Funds limitation related to the Pediatric Nursing Facility Account (PNFA) to provide education services to children the Providence Pediatric Nursing Facility in Portland, approved in HB 4009 (2014). Funding is transferred from the State School Fund annually to provide education services as Other Funds.

Staffing Impact:

None.

Fund Source:	General Fund	Other Funds	Federal Funds	Total Funds
Special Payments		\$5,309,607		\$5,309,607
Total Request		\$5,309,607		\$5,309,607

This package is approved as modified in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 021 - Phase-in

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	-	-	-	-	-	-	-
Transfer In Other	-	-	5,309,607	-	-	-	5,309,607
Total Revenues	-	-	\$5,309,607	-	-	-	\$5,309,607
Special Payments							
Dist to Local School Districts	-	-	5,309,607	-	-	-	5,309,607
Total Special Payments	-	-	\$5,309,607	-	-	-	\$5,309,607
Total Expenditures							
Total Expenditures	-	-	5,309,607	-	-	-	5,309,607
Total Expenditures	-	-	\$5,309,607	-	-	-	\$5,309,607
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

GRANT IN AID

Essential Package 022

022 Phase-out Program & One-Time Costs

2015-17 Fiscal Impact

Purpose:

In general, the purpose of the 022 package is to reflect budget adjustments for programs expected to phase-out in the next biennium (e.g., eliminated programs, pilot programs, and other one-time costs).

How Achieved:

This package removes one time expenditures from the 2015-17 base budget as follows:

- \$1.5 million General Fund for Student Achievement Improvement Grants authorized by HB 5008 (2013), Section 72;
- \$0.5 million General Fund for Student Achievement Improvement Grants authorized by HB 4117 (2014);
- \$1.0 million General Fund for funding to the Long Term Care & Treatment (LTCT) program for entities who directly provide services to LTCT students (HB 5201, 2014);
- \$11,341,084 Other Funds for one-time funding made available for the Network of Quality Teaching & Learning (NQTL) from Common School Fund distributions.
- \$2.0 million General Fund for one-time CTE Revitalization Grants approved in HB 5201 (2014); and,
- \$50,000 General Fund for grants to transition students for Life After High School approved in HB 3264 (2013)..

Staffing Impact:

None.

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Special Payments	(\$5,050,000)	(\$11,341,084)		(\$16,391,084)
Total Request	(\$5,050,000)	(\$11,341,084)		(\$16,391,084)

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 022 - Phase-out Pgm & One-time Costs

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	(5,050,000)	-	-	-	-	-	(5,050,000)
Transfer In Other	-	-	(7,265,906)	-	-	-	(7,265,906)
Total Revenues	(\$5,050,000)	-	(\$7,265,906)	-	-	-	(\$12,315,906)
Special Payments							
Dist to Local School Districts	(5,050,000)	-	(11,341,084)	-	-	-	(16,391,084)
Total Special Payments	(\$5,050,000)	-	(\$11,341,084)	-	-	-	(\$16,391,084)
Total Expenditures							
Total Expenditures	(5,050,000)	-	(11,341,084)	-	-	-	(16,391,084)
Total Expenditures	(\$5,050,000)	-	(\$11,341,084)	-	-	-	(\$16,391,084)
Ending Balance							
Ending Balance	-	-	4,075,178	-	-	-	4,075,178
Total Ending Balance	-	-	\$4,075,178	-	-	-	\$4,075,178

GRANT IN AID

Essential Package 031

031 Standard Inflation & Price List Adjustments

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to fund expenditure increases due to inflation. The approved biennial inflation factor for 2015-17 is 3.0% for all programs except Attorney General Fees, Facilities Rent, and State Government Service Charges. Uniform rent increases by 4.4% with approval of the agency's CFO analyst. The hourly rate for Attorney General costs increase by 19.2%.

How Achieved:

An inflation factor of 3.0% is applied to Grant-in-Aid expenditures.

Staffing Impact:

None.

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies		\$92,059		\$92,059
Capital Outlay				
Special Payments	\$6,511,510	\$1,764,534	\$23,603,664	\$31,879,708
Total Request	<u>\$6,511,510</u>	<u>\$1,856,593</u>	<u>\$23,603,664</u>	<u>\$31,971,767</u>

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	6,511,510	-	-	-	-	-	6,511,510
Federal Funds	-	-	-	23,603,664	-	-	23,603,664
Transfer In Other	-	-	-	-	-	-	-
Total Revenues	\$6,511,510	-	-	\$23,603,664	-	-	\$30,115,174

Services & Supplies							
Instate Travel	-	-	-	-	-	-	-
Out of State Travel	-	-	-	-	-	-	-
Employee Training	-	-	-	-	-	-	-
Office Expenses	-	-	-	-	-	-	-
Telecommunications	-	-	-	-	-	-	-
Data Processing	-	-	-	-	-	-	-
Professional Services	-	-	92,059	-	-	-	92,059
Attorney General	-	-	-	-	-	-	-
Total Services & Supplies	-	-	\$92,059	-	-	-	\$92,059

Special Payments							
Dist to Counties	-	-	-	-	-	-	-
Dist to Other Gov Unit	45	-	-	-	-	-	45
Dist to Non-Gov Units	274,142	-	64,512	320,239	-	-	658,893
Dist to Local School Districts	6,208,203	-	1,638,128	23,229,430	-	-	31,075,761
Dist to Comm College Districts	30	-	-	47,935	-	-	47,965
Other Special Payments	29,060	-	61,894	-	-	-	90,954
Spc Pmt to Military Dept, Or	-	-	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Special Payments							
Spc Pmt to Corrections, Dept of	-	-	-	6,060	-	-	6,060
Spc Pmt to Or Youth Authority	-	-	-	-	-	-	-
Spc Pmt to Student Access Comm	-	-	-	-	-	-	-
Spc Pmt to OR University System	30	-	-	-	-	-	30
Spc Pmt to Education, Dept of	-	-	-	-	-	-	-
Total Special Payments	\$6,511,510	-	\$1,764,534	\$23,603,664	-	-	\$31,879,708
Total Expenditures							
Total Expenditures	6,511,510	-	1,856,593	23,603,664	-	-	31,971,767
Total Expenditures	\$6,511,510	-	\$1,856,593	\$23,603,664	-	-	\$31,971,767
Ending Balance							
Ending Balance	-	-	(1,856,593)	-	-	-	(1,856,593)
Total Ending Balance	-	-	(\$1,856,593)	-	-	-	(\$1,856,593)

GRANT IN AID

Essential Package 032

032 Above Standard Inflation

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to fund the amount above, not including, standard inflation for a limited set of factors.

How Achieved:

This package adds 0.3% to Professional Services and IT Professional Services, as approved in the 2015-17 Budget Instructions at 3.3% for these line items.

Staffing Impact:

None.

Quantifying Results:

N/A

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Services & Supplies		\$9,206		\$9,206
Total Request		\$9,206		\$9,206

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 032 - Above Standard Inflation

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Services & Supplies							
Professional Services	-	-	9,206	-	-	-	9,206
Total Services & Supplies	-	-	\$9,206	-	-	-	\$9,206
Special Payments							
Dist to Local School Districts	-	-	-	-	-	-	-
Total Special Payments	-	-	-	-	-	-	-
Total Expenditures							
Total Expenditures	-	-	9,206	-	-	-	9,206
Total Expenditures	-	-	\$9,206	-	-	-	\$9,206
Ending Balance							
Ending Balance	-	-	(9,206)	-	-	-	(9,206)
Total Ending Balance	-	-	(\$9,206)	-	-	-	(\$9,206)

GRANT IN AID

Essential Package 033

033 Except Inflation

2015-17 Fiscal Impact

Purpose: Request for inflation adjustment on Long Term Care & Treatment (LTCT) and Hospital education programs for the Net Operating Expense (NOE) inflation rate so that available revenues can be spent on program expenditures.

The statewide average NOE is the factor that provides the State School Fund distribution for the LTCT and Hospital education programs. The latest estimates show an increase in the average statewide NOE of 8.51% for 2013-14 (used for 2014-15 school year revenues), and 4.67% for 2014-15 (used for 2015-16 school year revenues).

How Achieved:

This package requests an additional 1.67% inflation for the LTCT and Hospital programs, based on revenues available per ORS 343.243.

- 2015-17 base budget for LTCT (from SSF revenues) is \$20,968,186 x 1.67% = \$350,169 OF
- 2015-17 base budget for Hospital (from SSF revenues) is \$1,746,288 x 1.67% = \$29,163 OF

Staffing Impact: N/A

Fund Source:	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies				
Capital Outlay				
Special Payments		\$379,332		\$379,332
Total Request		\$379,332		\$379,332

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 033 - Exceptional Inflation

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Special Payments							
Dist to Local School Districts	-	-	379,332	-	-	-	379,332
Total Special Payments	-	-	\$379,332	-	-	-	\$379,332
Total Expenditures							
Total Expenditures	-	-	379,332	-	-	-	379,332
Total Expenditures	-	-	\$379,332	-	-	-	\$379,332
Ending Balance							
Ending Balance	-	-	(379,332)	-	-	-	(379,332)
Total Ending Balance	-	-	(\$379,332)	-	-	-	(\$379,332)

GRANT IN AID

Essential Package 040

040 Mandated Caseload

2015-17 Fiscal Impact

Purpose:

In general, the purpose of this package is to fund cost increases associated with caseload growth in state or federally mandated programs. In particular, this package reflects the cost increases for caseload growth in the Early Intervention/Early Childhood Special Education (EI/ECSE) program.

How Achieved:

The package adds General Fund for caseload increases, using the methodology applied in previous biennia. Growth rates are typically based on year-over-year rolling average of actual experience for April of each year.

For the current biennium, the rolling average of the Early Intervention program was calculated at 3.41% and the Early Childhood Special Education program was calculated at 0.15%. Since these increases are outside the norm for the past three or more years, approval of the CFO and LFO budget analysts was given to increase the caseload inflation to mitigate potential funding shortfalls for a possible correction in the caseload growth rates. An annual caseload growth rate of 1% is applied to the Early Intervention program, and 5% is applied to the Early Childhood Special Education program.

These rates do not take into consideration any impact on the program from increased early screenings by the Oregon Health Authority or Office of Child Care programs.

Staffing Impact:

None.

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Special Payments	\$6,663,170			\$6,663,170
Total Request	\$6,663,170			\$6,663,170

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 040 - Mandated Caseload

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	6,663,170	-	-	-	-	-	6,663,170
Total Revenues	\$6,663,170	-	-	-	-	-	\$6,663,170
Special Payments							
Dist to Local School Districts	6,663,170	-	-	-	-	-	6,663,170
Total Special Payments	\$6,663,170	-	-	-	-	-	\$6,663,170
Total Expenditures							
Total Expenditures	6,663,170	-	-	-	-	-	6,663,170
Total Expenditures	\$6,663,170	-	-	-	-	-	\$6,663,170
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

GRANT IN AID

Essential Package 050

050 Fund Shifts

2015-17 Fiscal Impact

Purpose:

In general, the purpose of this package is to reflect shifts of expenditures among fund sources. In particular, this package reflects funds shifts for the Early Intervention/Early Childhood Special Education program, due to a shortfall in the amount of federal funds available to cover increased costs of the program.

How Achieved:

Based on approval from the Chief Financial Office, the package adds General Fund and reduces Federal Funds expenditure limitation to reflect changes in funding sources for mandated caseload increases in the EI/ECSE programs.

Staffing Impact:

None.

Fund Source:	General Fund	Other Funds	Federal Funds	Total Funds
Special Payments	\$713,480		(\$713,480)	
Total Request	\$713,480		(\$713,480)	

This package is approved in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 050 - Fundshifts

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	713,480	-	-	-	-	-	713,480
Federal Funds	-	-	-	(713,480)	-	-	(713,480)
Total Revenues	\$713,480	-	-	(\$713,480)	-	-	-
Special Payments							
Dist to Local School Districts	713,480	-	-	(713,480)	-	-	-
Total Special Payments	\$713,480	-	-	(\$713,480)	-	-	-
Total Expenditures							
Total Expenditures	713,480	-	-	(713,480)	-	-	-
Total Expenditures	\$713,480	-	-	(\$713,480)	-	-	-
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

GRANT IN AID

Essential Package 060

060 Technical Adjustments

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to make approved technical changes during the development of the 2015-17 agency budget.

How Achieved:

This package requests to shift expenditure limitation between Department Operations, Grant in Aid, and the Early Learning Division as follows:

- \$1.8 million General Fund from SCR 300 Grant in Aid to SCR 500 Early Learning Division for 2013-15 Strategic Investments included in base for the early learning portions of *Oregon Reads*;
- \$0.4 million Other Funds from SCR 300 Grant in Aid to SCR 500 Early Learning Division for Network of Quality Teaching & Learning (NQTL) funding included in base for the early learning portions of *Aligning Professional Development Plans to School Improvement Objectives*;
- \$0.8 million unidentified General Fund increase; and,
- \$2.0 million Federal Funds from Operations to Grant-in-Aid for Special Payments made from the Career and Technical Education (CTE) unit.

Revenue Source:

General Fund, Other Funds, Federal Funds

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Special Payments	(\$997,717)	(\$412,000)	\$2,007,245	\$597,528
Total Request	(\$997,717)	(\$412,000)	\$2,007,245	\$597,528

This package is approved as modified in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 060 - Technical Adjustments

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	(997,717)	-	-	-	-	-	(997,717)
Federal Funds	-	-	-	2,007,245	-	-	2,007,245
Total Revenues	(\$997,717)	-	-	\$2,007,245	-	-	\$1,009,528
Special Payments							
Dist to Local School Districts	-	-	-	-	-	-	-
Other Special Payments	(997,717)	-	(412,000)	-	-	-	(1,409,717)
Spc Pmt to HECC	-	-	-	2,007,245	-	-	2,007,245
Total Special Payments	(\$997,717)	-	(\$412,000)	\$2,007,245	-	-	\$597,528
Total Expenditures							
Total Expenditures	(997,717)	-	(412,000)	2,007,245	-	-	597,528
Total Expenditures	(\$997,717)	-	(\$412,000)	\$2,007,245	-	-	\$597,528
Ending Balance							
Ending Balance	-	-	412,000	-	-	-	412,000
Total Ending Balance	-	-	\$412,000	-	-	-	\$412,000

GRANT-IN-AID

Package 101 – School & District Turnaround Model

Problem:

As part of the federal waiver that allows for flexibility under the Elementary and Secondary Education Act (ESEA), Oregon has set in place a model for supports and interventions in 93 chronically underperforming Title I schools, called Focus and Priority schools. In the past two years, some of those schools have shown marked improvement. If we were to re-identify Focus and Priority schools today, approximately half of them (or 44) would no longer be categorized as Focus or Priority schools, leaving 49 that still are underperforming.

One of the Oregon Education Investment Board's key strategies is to "Build (a) State System of Support and Accountability." As a result, in March 2014, Chief Education Investment Officer Nancy Golden requested the Oregon Department of Education (a) design and implement an accountability system of progressive interventions for schools and school districts that do not demonstrate improvement and (b) provide technical assistance to [non-title] schools and school districts that do not demonstrate improvement.

This policy option package is critical to advance OEIB's goal to build a state system of support and accountability within the K-12 system.

Proposed Solution:

This package seeks to expand the proven successful system of the School Improvement Network to include the capacity to serve at least 50 additional schools. Each school receives leadership coaching and support in creating and implementing a school improvement plan that is aimed at rapid performance turnaround. The package comprises \$15 million in special payments for grants to local educational agencies and \$723,261 for staffing and related services and supplies for a total request of \$15,723,261.

Implementation Strategy

The school improvement efforts developed as part of Oregon's ESEA Waiver are focused on a process for providing comprehensive, supported interventions in underperforming schools; a system of diagnosis, intervention and support for schools; and a plan for system-wide transformation through investing in a continuous improvement network (the Network) that builds upon proven peer networks and initiatives that have shown success in supporting districts to improve student outcomes. The new supports and interventions that would be provided to additional low-performing schools include:

- A leadership coach to assist the school's leadership in planning, guiding, and directing the interventions throughout the term of identification. The leadership coach is on site 8-10 hours weekly.
- An annual self-assessment guided by the leadership coach.
- Collaboration from the district, a regional network coordinator and leadership coach in completing and implementing the Comprehensive Achievement Plan (CAP) based on the Federal Turnaround Principles.

- Support from the Network staffed by regional network coordinators who provide professional development and assistance to schools and coaches. Coordinators also assist in the coordination of coaches, mentors, specialists and consultants for schools as well as support in the reviewing and monitoring of district CAPs.
- Up to \$60,000 per year in additional funding to implement strategies outlined in schools' Continuous Improvement Plans.

Equity/Return on Investment

Students of color are overrepresented in Oregon's chronically underperforming schools. As the table below shows, approximately 29 percent of all Latino students in the state attend elementary schools rated in the bottom 5 percent. Similarly, 30 percent of all American Indian/Alaskan Native and 29 percent of all Pacific Islanders attend the bottom 5 percent of elementary schools, while over 36 percent of African American students attend chronically underperforming elementary schools.

Fall Membership 2013-2014 -- Grades K to 5

Schools	Hispanic/ Latino	Black/ African American	American Indian/ Alaska Native	Pacific Islander	Total Students
Focus/Priority/ Other Title	17,580	2,198	1177	545	45,392
All Schools	61,059	6,061	3,887	1,894	259,330
Percentage	28.8%	36.3%	30.3%	28.8%	17.5%

As the table below indicates, the results for students of color in these underperforming schools are very low. In Focus and Priority schools, approximately 60 percent of students of color are not reading at grade level and, in the lowest performing non-title schools (where we have more high schools), over 70 percent of students of color are not graduating.

OREGON DEPARTMENT OF EDUCATION

Cohort of schools	Number of schools in this cohort	Total number of students attending these schools	Total number of students of color attending these schools	Third Grade Reading		5-year Graduation		
				% of ALL students meeting and exceeding on third grade reading	% of students of color meeting and exceeding on third grade reading	Number of high schools in this cohort	% of ALL students graduating in 5 years	% of students of color graduating in 5 years
All current focus and priority schools	93	37,705	19,517 (52%)	53.5%	42.6%	17	55.8%	60.4%
All "other title schools"	60	21,054	9,052 (43%)	53.7%	40.2%	10	58.9%	63.5%
Lowest performing non-title schools	52	11,240	2,522 (22%)	58.6%	45.7%	39	33.8%	27.9%
All Other Schools	1064	476,190	112,884 (24%)	73.1%	55.7%	285	79.3%	72.4%

The above table also shows that in addition to the 93 Focus and Priority schools, Oregon has 60 additional Title 1 schools that have fallen to the bottom 5 percent and 52 non-Title 1 schools in the bottom 5 percent. All told, there are an additional 112 schools performing in the bottom 5 percent.

Planning Activities and Stakeholder Involvement

- Formed and solicited feedback from the ESEA Flexibility Advisory Group - made up of the Confederation of Oregon School Administrators (COSA), the Oregon Education Association (OEA), Chalkboard, Stand for Children, students, tribal representatives, teachers, building-level principals, district superintendents and district staff.
- Formed and are soliciting feedback from the School and District Improvement and Accountability Taskforce - made up of School Improvement Grant (SIG) turnaround leaders, superintendents and principals of high-performing schools, school improvement coaches, a legislator, a teacher, a staff member from OEA, a staff member from the Oregon School Boards Association (OSBA), a state board member and university professor, an educational service district (ESD) superintendent, school board members, and community leaders from Native American Youth Association (NAYA) and Reaching and Empowering All People (REAP). This taskforce met five times over several months to create a plan for identification and support for these underperforming non-title schools.
- Solicited feedback from 197 superintendents and district staff at the COSA winter conference. We asked a series of open-ended questions at the COSA conference about what we should do if a Focus or Priority school does not improve. Since they were open-ended questions, it was not easy to tabulate responses. However, it's accurate to say that the majority felt the state needed to intervene.

In March 2014, Chief Education Officer Nancy Golden requested the Oregon Department of Education work with stakeholders to “(a) Design and implement an accountability system of progressive interventions for schools and school districts that do not demonstrate improvement; and (b) Provide technical assistance to schools and school districts that do not demonstrate improvement.”

Over a period of three months this spring and early summer, ODE convened a taskforce to draft a set of recommendations to address this request. The taskforce was made up of school, district, and ESD leaders, school board members, legislators, leaders of community-based organizations, school improvement coaches, and staff from partner associations.

Effect of Various Investment Levels

- High—support all of the lowest performing schools (112 schools)
- Medium—support half of the lowest performing schools
- Low—Support for focus and priority schools (Title 1 schools) not making progress

In light of capacity to drive the same strong success Oregon is seeing with our Focus and Priority schools, the stakeholders and staff brought together to develop this proposal recommend investing in the medium option. In other words, to provide a similar level of support and interventions as those categorized as Focus and Priority to 50 of those 112 schools, and an increased level of support and intervention in the approximately 12-15 priority and focus schools that might not improve within three to four years. To do this work, it is estimated to cost:

- \$4.2 million/biennium for school coaches and Regional Network Coaches
- \$10.8 million/biennium in additional resources to struggling schools to fund evidenced-based best practices, professional development for educators, and additional time for students

Staff Impact:

Currently six FTE support 93 Focus and Priority schools. This proposal requested three new positions (in SCR 100 – Operations) to provide support for 50 additional schools, which are not supported in the Governor’s Recommended Budget

Quantifying Results:

Objective - Identify and improve Oregon’s chronically underperforming schools.

Goal - The department’s goals include a proposed key performance measure to track the percentage of Priority and Focus schools achieving sufficient growth for all students such that they would no longer be identified as a Priority and Focus school based on the criteria used for their original identification. The initial goal (for June 2014) is 50 percent of the Focus and Priority schools improve their rating to a Level 3, with an additional increase the following year of 25 percent of schools (for a total of 75 percent) rating a Level 3 or better. The department is on track to meet that goal by June of 2015. When this happens, that will improve reading outcomes statewide by 2 percent statewide. In other words, 1,000 more third graders, the majority of whom are students of color students, will be reading at grade level.

Metrics - An internal monitoring process that reviews multiple data points four times a year that include CAP reviews, school achievement data, student growth data, formative assessment data and assessment of planning, capacity and evidence.

This goal-setting and monitoring would be expanded to include the additional 50 schools and for those newly identified schools would start in the 2015-16 school year. We would measure the success of these 50 schools by monitoring the implementation of their CAP plans and measuring their growth in their school rating. The goal for improvement would be similar to the trajectory we currently set for schools in improvement status, 50 percent at a Level 3 or better after the first year of implementation of their plan and 75 percent after the 2nd year of implementation.

Revenue Source:

Note: Package 101 affects two areas of the budget (Operations and Grant-in-aid). For ease of reading, the narrative describes the entire package and appears in both the Operations and Grant-in-aid sections of the budget document. However, this “Revenue Section” mirrors what is entered into the Oregon Budget Information Tracking System (ORBITS) by SCR. These are the revenue numbers for SCR 300 – Grant-in-Aid:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	\$3,000,000			\$3,000,000
Total Request	\$3,000,000	\$0	\$0	\$3,000,000

This package is approved as modified in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 101 - School & District Turnaround Model

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	3,000,000	-	-	-	-	-	3,000,000
Total Revenues	\$3,000,000	-	-	-	-	-	\$3,000,000
Special Payments							
Dist to Local School Districts	3,000,000	-	-	-	-	-	3,000,000
Total Special Payments	\$3,000,000	-	-	-	-	-	\$3,000,000
Total Expenditures							
Total Expenditures	3,000,000	-	-	-	-	-	3,000,000
Total Expenditures	\$3,000,000	-	-	-	-	-	\$3,000,000
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

GRANT-IN-AID

Package 144 – PE Fund Shift to GF

Problem:

The 2013-15 budget adopted by the Legislature added \$4 million Other Funds limitation for PE expenditures funded with revenues from the Tobacco Master Settlement Agreement (TMSA). This was one-time funding.

Proposed Solution:

The Governor’s budget shifts the funding for PE expenditures from TMSA funding to General Fund for the 2015-17 budget.

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	\$4,000,000	\$0	\$0	\$4,000,000
Total Request	\$4,000,000	\$0	\$0	\$4,000,000

This package is approved as added in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 144 - PE fund shift to GF

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	4,000,000	-	-	-	-	-	4,000,000
Total Revenues	\$4,000,000	-	-	-	-	-	\$4,000,000
Special Payments							
Dist to Local School Districts	4,000,000	-	-	-	-	-	4,000,000
Total Special Payments	\$4,000,000	-	-	-	-	-	\$4,000,000
Total Expenditures							
Total Expenditures	4,000,000	-	-	-	-	-	4,000,000
Total Expenditures	\$4,000,000	-	-	-	-	-	\$4,000,000
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

GRANT-IN-AID

Package 145 – College & Career CTE

Governor's Package:

The Governor's budget increases funding for the Career and Technical Education (CTE) program to support Regional work in high school and higher education. Funding is provided to support summer youth engagement and pathway development programs in short term intermediate pathways program for middle school students, and an advanced pathways program for 10th to 12th grade students. There is also funding available for a facilities survey and industry engagement.

Regional Revitalization Grants Enhancements	\$6.7 million
Youth Summer Engagement and Pathways Development	7.5 million
Facilities Survey and Industry Engagement	0.5 million

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	\$14,700,000	\$0	\$0	\$14,700,000
Total Request	\$14,700,000	\$0	\$0	\$14,700,000

This package is approved as added in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 145 - College & Career CTE

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	14,700,000	-	-	-	-	-	14,700,000
Total Revenues	\$14,700,000	-	-	-	-	-	\$14,700,000
Special Payments							
Dist to Local School Districts	14,700,000	-	-	-	-	-	14,700,000
Total Special Payments	\$14,700,000	-	-	-	-	-	\$14,700,000
Total Expenditures							
Total Expenditures	14,700,000	-	-	-	-	-	14,700,000
Total Expenditures	\$14,700,000	-	-	-	-	-	\$14,700,000
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

GRANT-IN-AID

Package 146 – College & Career NQTL

Governor's Package:

The Governor's budget adds funding for the Network of Quality Teaching and Learning, including components for culturally responsive teaching, school collaboration and low performing schools. Funding in this package for low performing schools is in addition to the funding approved in package 101, School & District Turnaround (\$3 million).

Culturally Responsive Teachers	\$0.4 million
School Collaborations	5.0 million
School & District Turnaround (Low Performing Schools)	2.4 million

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	\$7,800,000	\$0	\$0	\$7,800,000
Total Request	\$7,800,000	\$0	\$0	\$7,800,000

This package is approved as added in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 146 - College & Career NQTL

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	7,800,000	-	-	-	-	-	7,800,000
Total Revenues	\$7,800,000	-	-	-	-	-	\$7,800,000
Special Payments							
Dist to Local School Districts	7,800,000	-	-	-	-	-	7,800,000
Total Special Payments	\$7,800,000	-	-	-	-	-	\$7,800,000
Total Expenditures							
Total Expenditures	7,800,000	-	-	-	-	-	7,800,000
Total Expenditures	\$7,800,000	-	-	-	-	-	\$7,800,000
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

GRANT-IN-AID

Package 147 – College & Career Math-HS

Governor's Package:

The Governor’s budget invests in funding to provide support to underserved students to obtain a high school equivalency credential. The investment will support the purchase of tests, community based organizations who provide test preparation, and a statewide coordinator.

In addition, it adds investment to align high school and post-secondary curriculum and assessment in mathematics. It also includes instructional redesign and new use of technology to increase student engagement and achievement. Funding will support release time for teachers and faculty, new curriculum purchases and professional development for educators.

High School Equivalency	\$2.0 million
Accelerated Learning & Math/English Redesign	3.4 million

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	\$5,400,000	\$0	\$0	\$5,400,000
Total Request	\$5,400,000	\$0	\$0	\$5,400,000

This package is approved as added in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 147 - College & Career Math/HS

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	5,400,000	-	-	-	-	-	5,400,000
Total Revenues	\$5,400,000	-	-	-	-	-	\$5,400,000
Special Payments							
Dist to Local School Districts	5,400,000	-	-	-	-	-	5,400,000
Total Special Payments	\$5,400,000	-	-	-	-	-	\$5,400,000
Total Expenditures							
Total Expenditures	5,400,000	-	-	-	-	-	5,400,000
Total Expenditures	\$5,400,000	-	-	-	-	-	\$5,400,000
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

GRANT-IN-AID

Package 148 – Equity-Collective Impact

Governor's Package:

The Governor's budget adds investments for the following:

Support for Equity in Collective Impact	\$2.5 million
Oregon Tribes Attendance Pilot	1.5 million
Free Lunch Program Expansion	3.0 million

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	\$7,000,000	\$0	\$0	\$7,000,000
Total Request	\$7,000,000	\$0	\$0	\$7,000,000

This package is approved as added in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 148 - Equity/Collective Impact/Poverty

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	7,000,000	-	-	-	-	-	7,000,000
Total Revenues	\$7,000,000	-	-	-	-	-	\$7,000,000
Special Payments							
Dist to Local School Districts	7,000,000	-	-	-	-	-	7,000,000
Total Special Payments	\$7,000,000	-	-	-	-	-	\$7,000,000
Total Expenditures							
Total Expenditures	7,000,000	-	-	-	-	-	7,000,000
Total Expenditures	\$7,000,000	-	-	-	-	-	\$7,000,000
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

GRANT-IN-AID

Package 149 – Tell Survey to OEIB

Governor's Package:

The Governor's budget reduces the department's budget by \$250,000 General Fund to add to the Oregon Education Investment Board's budget for 2015-17.

The department used funding from the Network of Quality Teaching and Learning (NQTL) funding in 2013-15 to contract for the TELL Tool that supports leadership efforts in schools and districts to create need-based professional development frameworks.

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	(\$250,000)	\$0	\$0	(\$250,000)
Total Request	(\$250,000)	\$0	\$0	(\$250,000)

This package is approved as added in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 149 - Tell Survey to OEIB

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	(250,000)	-	-	-	-	-	(250,000)
Total Revenues	(\$250,000)	-	-	-	-	-	(\$250,000)
Special Payments							
Dist to Local School Districts	(250,000)	-	-	-	-	-	(250,000)
Total Special Payments	(\$250,000)	-	-	-	-	-	(\$250,000)
Total Expenditures							
Total Expenditures	(250,000)	-	-	-	-	-	(250,000)
Total Expenditures	(\$250,000)	-	-	-	-	-	(\$250,000)
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

GRANT IN AID

Package 160 – Age 0 to Grade 3

Problem:

Oregon is not meeting its third grade benchmark goals of 100 percent by 2014, as required by No Child Left Behind (NCLB) legislation. For 2015, the goal was reduced to reflect a change to new Annual Measurable Objective (AMO) targets included in Oregon's ESEA waiver. Although lower than the targets set under NCLB, these new targets will still require Oregon schools to show improvement to help students succeed. Currently only 66 percent of third graders are meeting or exceeding the goal. Additionally, optional full-day kindergarten is funded through the State School Fund distribution formula beginning with the 2015-16 school year. The Oregon Education Investment Board (OEIB) and Oregon Department of Education, in collaboration with the Early Learning Council, have made the K-3 Literacy Initiative the number one priority in education.

In the 2013 legislative session, House Bill 3232 and House Bill 3233 allowed funding to support closing achievement and opportunities gaps for all culturally and linguistically diverse students, the creation of Dual Language Programs, training supports for culturally responsive teaching and practices, and the creation of a new Education Equity Unit within in the Department of Education.

Grant funding was awarded to address the disparities that were occurring at all levels of our education system. Huge strides have been made toward equity because of the strategic supports that the funding and the Education Equity Unit have been able to provide. Because our Education Equity Unit is small, each of us has had the opportunity to participate and contribute our expertise in the many facets of our organization. Although the connections have been fruitful, we have not been able to go as deep as we would like in order to create meaningful supports and connections with the community at large. To address goal #4 of the ODE Strategic Plan, "*ODE meaningfully engages parents, stakeholders, and the larger community to help make Oregon's schools the best in the country,*" there has been outreach and the creation of a Community Advisory Group. Unfortunately, because of the demands of our current workload, travel and participation with our community stakeholders has been minimal at best. Having a specific role, where targeted outreach can occur in collaboration with current efforts, would help move the strategic plan goals forward in a more meaningful way.

Proposed Solution:

The K-3 reading proposal lines out a plan to maximize efforts in getting all the students in the state to read at grade level by third grade. There is a particular emphasis on addressing the opportunity gap for students of color, by adding time and intensity to instruction, as well as engaging families and children at a young age. The proposal focuses on evidence-based practices starting before kindergarten to close the gap before it even begins. The department is proposing four strategies to impact successfully meeting targets for third grade reading, while addressing disparities that occur at all levels of the education system:

- Funding for full-day kindergarten

OREGON DEPARTMENT OF EDUCATION

- Increased time and intensity to CORE and intervention programs – this will account for the regular, main curriculum delivered during the day for literacy (CORE) as well as the remediation needed for students who are struggling (interventions) (\$1.0 million)
- Focused professional development with support from instructional coaches (\$2.2 million)
- Engagement between schools and families/community based organizations. It is difficult to talk about these strategies in isolation, because they come together as a package to have the biggest impact. This would all begin in 2015 with approval from the Legislature, with hopes of going on for at least three biennia. (\$0.2 million)

Equity Analysis:

The target population for these strategies will be our students of color. It is clear these are the children most “at-risk” for underperforming and they represent Oregon’s best opportunity to improve overall educational outcomes. Embedded in these strategies are culturally relevant practices, which will engage wraparound services from teachers, parents/families, and community based organizations. These types of partnerships are the best way to address persistent educational disparities for children of color.

Quantifying Results:

Academic achievement in reading will be measured by Smarter Balanced assessments in third grade. In Kindergarten, first and second grades, DIBELS, EZCBM, or another curriculum-based measure (to be determined) will be used to measure progress. Increased academic achievement will need to be checked from the beginning to end of each school year.

Revenue Source:

(Note: Package 160 affects three areas of the budget [Operations, Grant-in-aid and State School Fund]. For ease of reading, the narrative describes the entire package and appears in the Operations, Grant-in-aid and State School Fund sections of the budget document. However, the “Revenue Section” mirrors what is entered into the Oregon Budget Information Tracking System (ORBITS) by SCR.) These are the revenue numbers for SCR 300:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	\$26,999,043			\$26,999,043
Total Request	\$26,099,043	\$	\$	\$26,999,043

This package was originally submitted by the agency as POP 102 and is approved as amended in the Governor’s Recommended Budget under a new package number.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 160 - Age 0 to Grade 3

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	26,999,043	-	-	-	-	-	26,999,043
Total Revenues	\$26,999,043	-	-	-	-	-	\$26,999,043
Special Payments							
Dist to Local School Districts	26,999,043	-	-	-	-	-	26,999,043
Total Special Payments	\$26,999,043	-	-	-	-	-	\$26,999,043
Total Expenditures							
Total Expenditures	26,999,043	-	-	-	-	-	26,999,043
Total Expenditures	\$26,999,043	-	-	-	-	-	\$26,999,043
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

GRANT IN AID

Package 161 – Age 0 to Grade 3 – Kicker Funding

Problem:

Oregon is not meeting its third grade benchmark goals of 100 percent by 2014, as required by No Child Left Behind (NCLB) legislation. For 2015, the goal was reduced to reflect a change to new Annual Measurable Objective (AMO) targets included in Oregon's ESEA waiver. Although lower than the targets set under NCLB, these new targets will still require Oregon schools to show improvement to help students succeed. Currently only 66 percent of third graders are meeting or exceeding the goal. Additionally, optional full-day kindergarten is funded through the State School Fund distribution formula beginning with the 2015-16 school year. The Oregon Education Investment Board (OEIB) and Oregon Department of Education, in collaboration with the Early Learning Council, have made the K-3 Literacy Initiative the number one priority in education.

In the 2013 legislative session, House Bill 3232 and House Bill 3233 allowed funding to support closing achievement and opportunities gaps for all culturally and linguistically diverse students, the creation of Dual Language Programs, training supports for culturally responsive teaching and practices, and the creation of a new Education Equity Unit within in the Department of Education.

Grant funding was awarded to address the disparities that were occurring at all levels of our education system. Huge strides have been made toward equity because of the strategic supports that the funding and the Education Equity Unit have been able to provide. Because our Education Equity Unit is small, each of us has had the opportunity to participate and contribute our expertise in the many facets of our organization. Although the connections have been fruitful, we have not been able to go as deep as we would like in order to create meaningful supports and connections with the community at large. To address goal #4 of the ODE Strategic Plan, "*ODE meaningfully engages parents, stakeholders, and the larger community to help make Oregon's schools the best in the country,*" there has been outreach and the creation of a Community Advisory Group. Unfortunately, because of the demands of our current workload, travel and participation with our community stakeholders has been minimal at best. Having a specific role, where targeted outreach can occur in collaboration with current efforts, would help move the strategic plan goals forward in a more meaningful way.

Proposed Solution:

The K-3 reading proposal lines out a plan to maximize efforts in getting all the students in the state to read at grade level by third grade. There is a particular emphasis on addressing the opportunity gap for students of color, by adding time and intensity to instruction, as well as engaging families and children at a young age. The proposal focuses on evidence-based practices starting before kindergarten to close the gap before it even begins. The department is proposing four strategies to impact successfully meeting targets for third grade reading, while addressing disparities that occur at all levels of the education system:

- Funding for full-day kindergarten

OREGON DEPARTMENT OF EDUCATION

- Increased time and intensity to CORE and intervention programs – this will account for the regular, main curriculum delivered during the day for literacy (CORE) as well as the remediation needed for students who are struggling (interventions) (\$1.0 million)
- Focused professional development with support from instructional coaches (\$2.2 million)
- Engagement between schools and families/community based organizations. It is difficult to talk about these strategies in isolation, because they come together as a package to have the biggest impact. This would all begin in 2015 with approval from the Legislature, with hopes of going on for at least three biennia. (\$0.2 million)

Equity Analysis:

The target population for these strategies will be our students of color. It is clear these are the children most “at-risk” for underperforming and they represent Oregon’s best opportunity to improve overall educational outcomes. Embedded in these strategies are culturally relevant practices, which will engage wraparound services from teachers, parents/families, and community based organizations. These types of partnerships are the best way to address persistent educational disparities for children of color.

Quantifying Results:

Academic achievement in reading will be measured by Smarter Balanced assessments in third grade. In Kindergarten, first and second grades, DIBELS, EZCBM, or another curriculum-based measure (to be determined) will be used to measure progress. Increased academic achievement will need to be checked from the beginning to end of each school year.

Revenue Source:

This package is combined with package 160 to meet the needs of the program as approved in the Governor’s recommended budget. Revenues from package 161 are assumed from corporate kicker taxes.

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	\$56,200,000			\$56,200,000
Total Request	\$56,200,000	\$	\$	\$56,200,000

This package was originally submitted by the agency as POP 102 and is approved as amended in the Governor’s Recommended Budget under a new package number.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

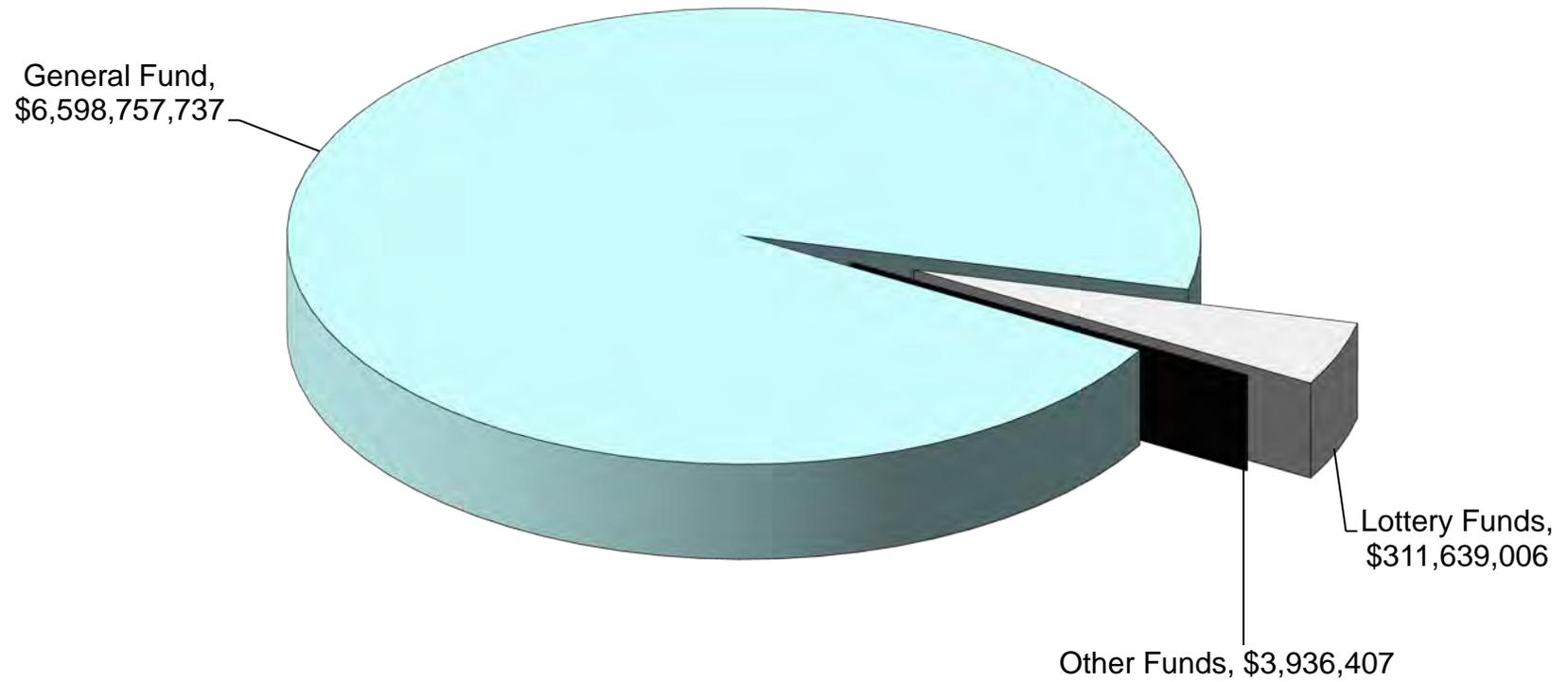
Education, Dept of
Pkg: 161 - Age 0 to Grade 3 Kicker

Cross Reference Name: Grant - In - Aid and District Supports
Cross Reference Number: 58100-300-00-00-00000

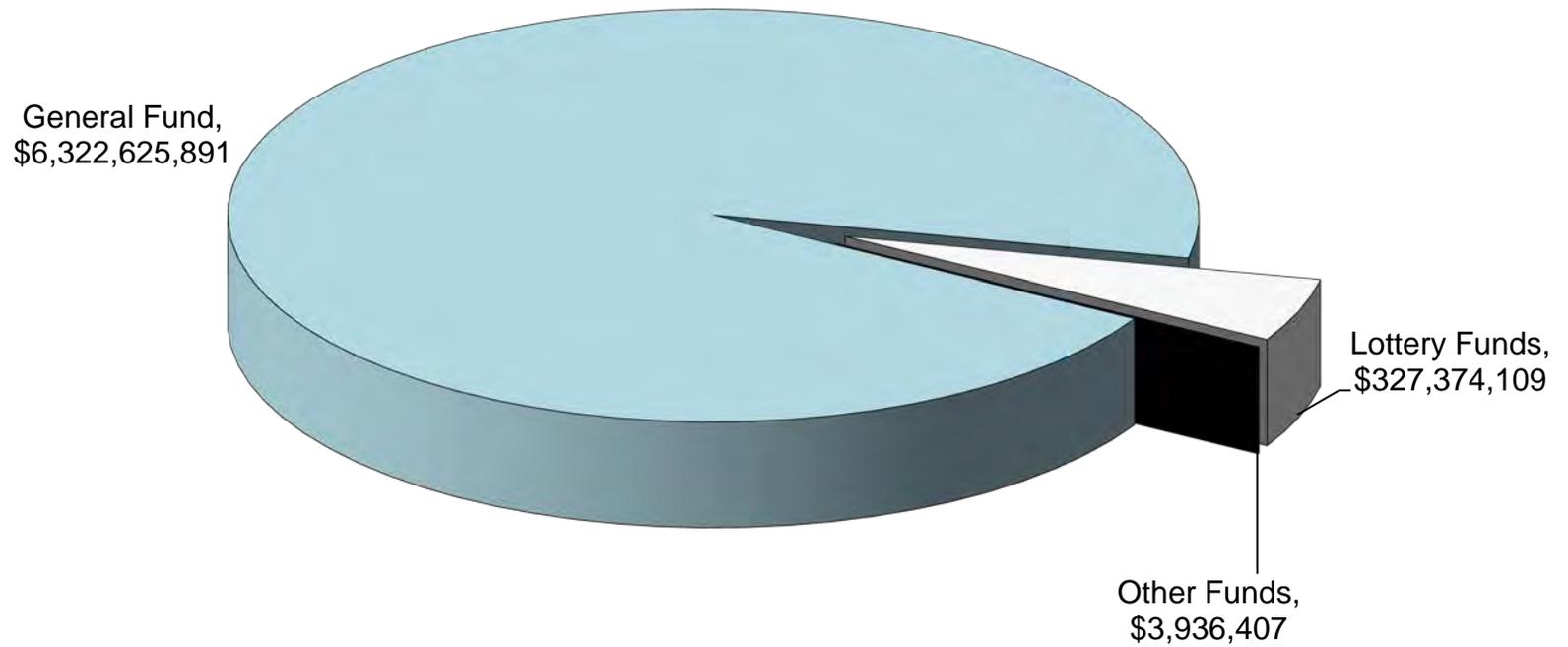
<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	56,200,000	-	-	-	-	-	56,200,000
Total Revenues	\$56,200,000	-	-	-	-	-	\$56,200,000
Special Payments							
Dist to Local School Districts	56,200,000	-	-	-	-	-	56,200,000
Total Special Payments	\$56,200,000	-	-	-	-	-	\$56,200,000
Total Expenditures							
Total Expenditures	56,200,000	-	-	-	-	-	56,200,000
Total Expenditures	\$56,200,000	-	-	-	-	-	\$56,200,000
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

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SCHOOL FUNDING
2015-17 Governor's Recommended Budget
\$6.91 Billion All Funds
(by fund source)



SCHOOL FUNDING
2013-15 Legislatively Approved Budget
\$6.65 Billion All Funds
(by fund source)



Executive Summary

The State School Fund (SSF) supports the education of more than 560,000 Oregon children in kindergarten through the 12th grade (K-12) by distributing 11 monthly payments annually to 197 school districts and 19 education service districts (ESDs). The State School Fund provides about two-thirds of public school districts’ general operating revenues. Local property taxes make up the bulk of the remaining one-third. As the primary K-12 funding source, the State School Fund is the key policy tool the state has to promote the state’s educational goals.

Funding Request

This bid proposes a state funding level of \$6.879 billion for the State School Fund for the 2013-15 biennium. This amount is \$1.1 billion above the 2011-13 SSF funding amount and provides for \$563 million in enhanced services over the 2011-13 level. The requested \$1.1 billion in added funding for 2013-15 is part of a proposed phase-in over five biennia. Under the proposal, the State School Fund will reach the level of funding recommended by the Quality Education Commission by the 2021-23 biennium. The table on the following page presents how an example of how such a phase in could work.

Department of Education staff, working with the Quality Education Commission, have developed models that take into account funding levels, student characteristics, and educational practices to understand the relationship between resources and student achievement. With a State School Fund at the levels shown in the table above, more than 90% of students in all grades are expected to meet state benchmarks by 2021-23. That would put Oregon’s goal of having 100% of students graduate from high school by 2025 within reach.

Description

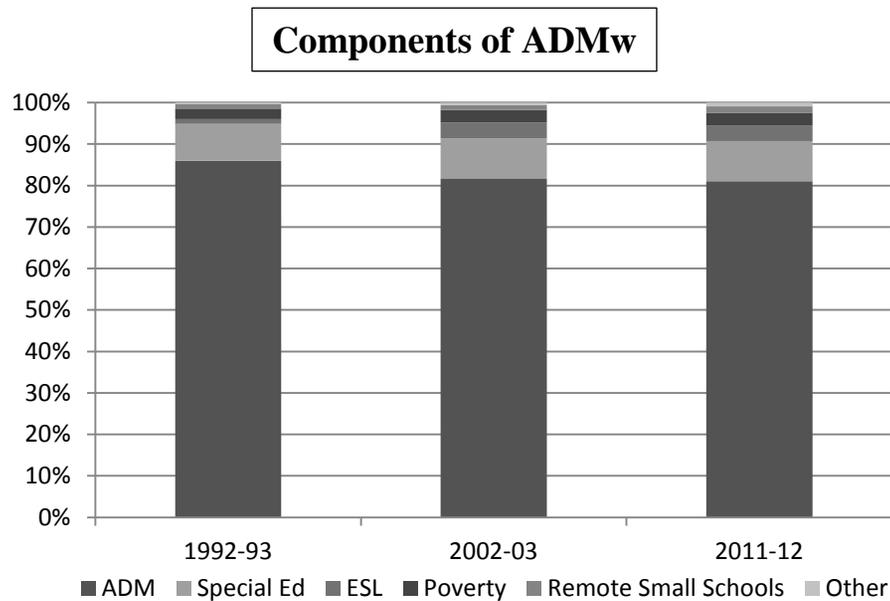
The State School Fund provides flexible revenue for school districts and education service districts for the daily operation of schools throughout Oregon. A statutory distribution formula allocates the State School Fund to K-12 school districts and ESDs. The formula distributes only state funds but takes into account both state and local revenues available to schools to equalize the per-student funding across the state. These dollars are available for general operations and currently are not earmarked for specific uses and do not require specific outcome or levels of performance by either schools or students. They do not include bond revenue or state and federal categorical aid whose funds are dedicated to specific programs or populations.

The SSF formula distributes a General Purpose Grant to each district based on the number of “weighted” students, or ADMw, which is the average daily membership adjusted for the number of students with special needs (*e.g.*, English language learners, special education students,

SSF Required to Phase-in QEM by 2021-23			
Billions of Dollars			
Biennium	Percent of Current Gap to Close	Added Funding Required	Total State School Fund Required
2013-15	10%	\$0.563	\$6.879
2015-17	15%	\$0.872	\$7.751
2017-19	20%	\$1.162	\$8.913
2019-21	25%	\$1.453	\$10.366
2021-23	30%	\$1.743	\$12.110

students in poverty, pregnant and parenting students,). The double-weight for special education is of particular importance because it is the key factor in determining Oregon’s state-level contribution for federal maintenance-of-effort requirements for special education. The graph on the next page shows how the components of ADMw have changed over time.

Additional grants for transportation costs, new facility costs, and high student-disability costs are included in the formula.



Prior to the distribution of the above grants to local education agencies, the Oregon Department of Education, by law, transfers dollars to specific programs targeted toward students in unique educational settings. These programs include youth corrections education programs at close custody facilities, such as Hillcrest and MacLaren, and county juvenile detention facilities; education programs at long-term day and residential treatment facilities operated by the Department of Human Services and the Oregon Health Authority; and education programs at hospitals for students with certain medical conditions that require long-term hospital stays. (See the bid for “Special Education Programs” for more detail on some of these programs.)

Over the last several biennia, the Legislature has “carved out” resources for other education programs such as Talented and Gifted (for one staff position at ODE), the Oregon Virtual School District, a 10th grade assessment, and speech-language pathology grants—a total

of about \$3.0 to \$3.3 million each biennium.

This proposal also includes funding for local option equalization grants, which are available to eligible school districts that levy a local option property tax (ORS 327.339). The Legislature provides separate funding for these grants (*i.e.*, not through the SSF), which are distributed using their own unique formula.

Justification and Link to 10-Year Outcome

The Oregon Constitution requires the Legislature to provide for a uniform and general system of common schools and provide funding at the level needed to achieve the educational goals specified in statute. The State School Fund is an integral part of this system and supports three of the five key outcome goals expressed in the Oregon Education Investment Board’s indicators: **Indicator 2** - students are ready to apply math and reading skills by the end of third grade; **Indicator 3** - students are on track to earn a diploma as they enter the 9th grade; and **Indicator 4** - all Oregon students leave high school with a diploma and ready for college and career training. The State School Fund does this by providing general operations funding to allow school districts to hire teachers, buy supplies, and operate safe and effective schools.

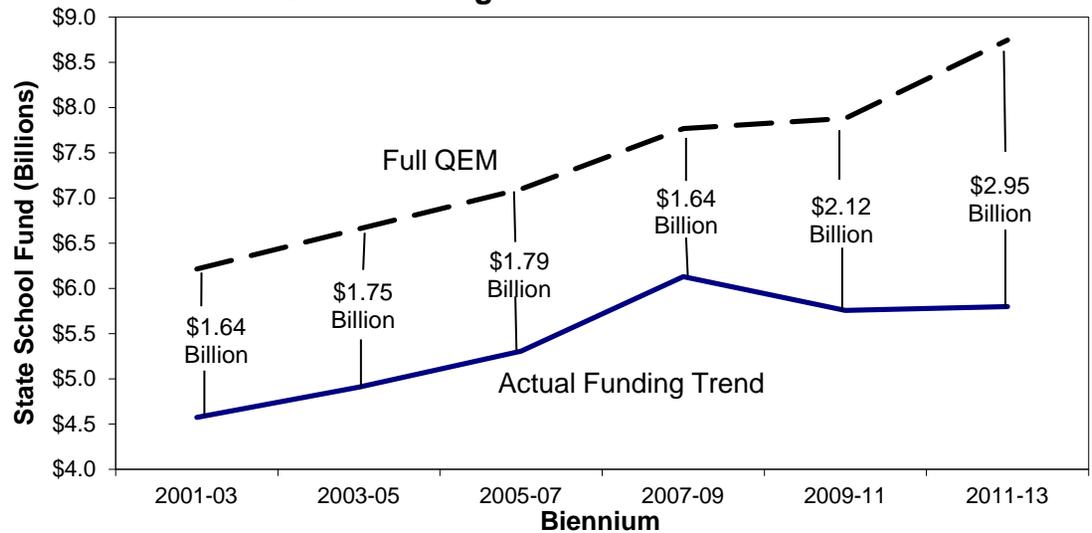
The graph below shows that State School Fund appropriations have fallen short of the funding level the Quality Education Model estimates is needed to achieve Oregon’s educational goals.

Performance

Student performance on Oregon’s standardized assessments (the Oregon Assessment of Knowledge and Skills or “OAKS”) has been increasing over time, with the percentage of students meeting or exceeding the state’s benchmarks showing growth in most subjects and grades. Because the scores required for students to meet or exceed the benchmarks have been adjusted over time to better align the assessment system, in the following graph we have adjusted the percentages in prior years to reflect the current benchmarks—those for school year 2010-11.

Despite this progress on state assessments, Oregon’s high school graduation has increased only modestly. Oregon schools will need more resources, and a better use of resources, to meet the 10-year goal of 100% of Oregon high school students receiving a high school diploma.

**Oregon School Funding Gap
State Funding Trends v. Full QEM**



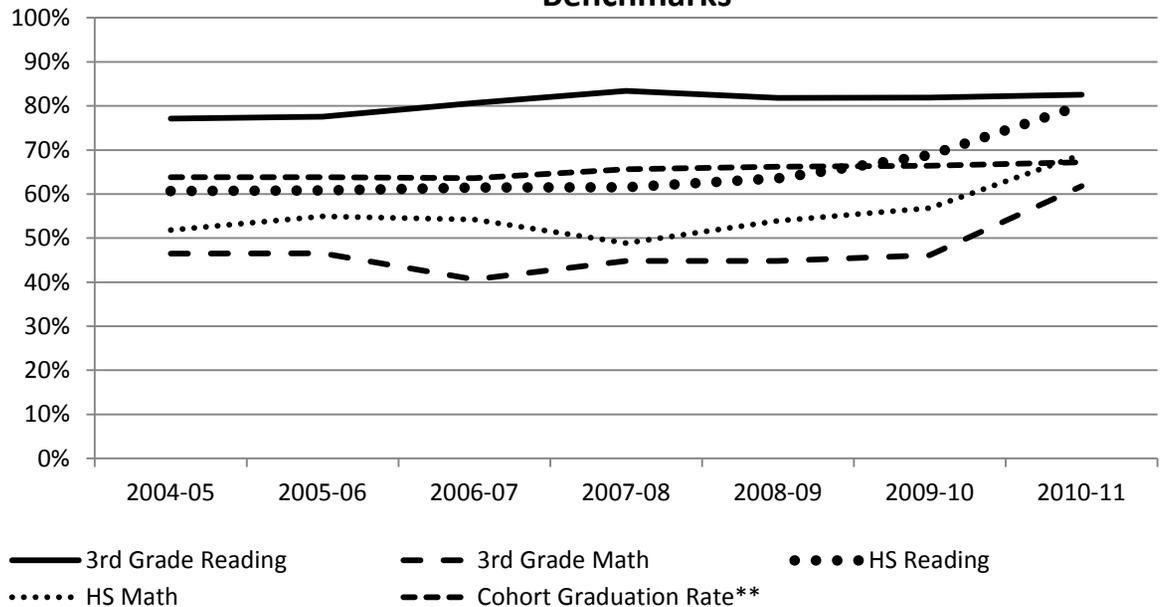
Enabling Legislation/Authorization

- ✓ Article VIII, section 8 of the Oregon Constitution requires the establishment of a uniform and general system of common schools.
- ✓ Article VIII, section 8 of the Oregon Constitution and ORS 171.857 require state funding at a level, as determined by the Quality Education Commission, sufficient to meet the quality goals established by law. If this requirement is not met, the Legislature must publish a report identifying the reasons for the insufficiency.
- ✓ ORS 339.115 guarantees a free and appropriate public education to all persons between the ages of 5 and 19.
- ✓ ORS 327.008 establishes the State School Fund.
- ✓ ORS 327.006 to 327.157 establishes the funding formulae and specifies the basis for funding educational services provided by school districts, public charter schools, education service districts, the Youth Corrections Education Programs, Juvenile Detention Education Programs and Long-Term Care and Treatment (LTCT) programs.
- ✓ ORS 327.008 apportions funds from the State School Fund for the Office of Regional Educational Services, a 10th grade assessment, talented and gifted education, speech-language pathology grants and the Oregon Virtual School District.

Funding Streams

The State School Fund consists almost entirely of General Fund and Lottery Funds. In 2008-09, 2009-10, and 2010-11, a substantial amount of federal stimulus funding also “supported” the State School Fund, Technically these federal dollars did not flow through the fund but the same distribution formula was used to distribute the federal dollars and they helped mitigate the decline in state resources for K-12 programs. Local revenue sources

Percent Meeting or Exceeding State Benchmarks*



*Prior year test scores were applied to the 2010-11 standards to make the measures comparable over time.
 ** Cohort Graduation Rates prior to 2008-09 are estimates.

(primarily property tax) provide, on a statewide average, about one-third of schools' general operating revenue. Allocation of the State School Fund takes into account the amount of local revenue received by each district to equalize school funding per student across the state.

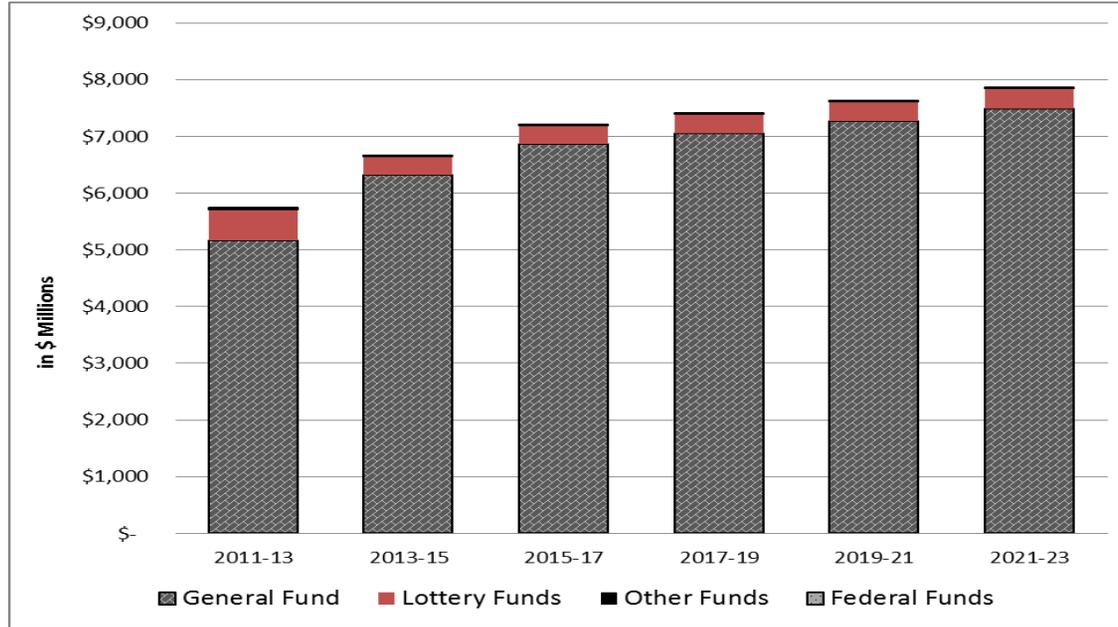
Significant Proposed Changes from 2011-13

The enhanced services the added funding will make possible will vary across Oregon's 197 school districts depending on local needs. We anticipate, however, the focus will be on programs to improve teacher effectiveness, provide early interventions for students falling behind, increase the use of formative assessments to allow teachers to improve instruction, and develop proficiency-based instructional practices that better tailor instruction to individual student needs. These practices will move schools toward a system based on student proficiency rather than seat time.

We also anticipate that potential changes to Oregon's funding formula currently being considered by the Oregon Education Investment board (OEIB) can influence the way school districts use the additional resources they receive. The system of incentive and innovation grants, separate from the base grants distributed through the current SSF funding formula, will promote practices based on student outcomes.

The OEIB may also consider changes to the SSF funding formula itself. The changes could provide incentives for districts to use the base grant dollars more effectively. Currently the formula is based primarily on enrollment, and it rewards districts for operating programs that serve students with special needs. Altering the formula to provide funding in a way that creates incentives for desired student outcomes, rather than just participation in the programs, has the potential to increase achievement and lower costs.

STATE SCHOOL FUND



Overview

The State School Fund is a fund established within the Oregon State Treasury. A statutory distribution formula, typically referred to as the equalization formula, directs funds from the State School Fund to school districts and education service districts (ESDs). The formula takes into account both state and local revenues. Local revenues included in the formula are defined in statute. This combination of state and local revenues is informally referred to as the General Operating Revenue (GOR) for districts, since it is available for general operations. It does not include bond revenue, or state and federal categorical aid. Those funds are dedicated to specific programs and cannot be used for general purposes.

The formula distributes available revenue to each school district using a measure of relative financial need. The resulting equalization grant actually is the sum of four grants: a general purpose grant, a transportation grant, a facility grant, and a high-cost disability grant. Statewide, the general purpose grant is about 95% of the total equalization grant; the transportation grant, 4%; the facility grant, 0.3%; and the high-cost disability grant, 0.4%. Special projects and other earmarks represent the remaining amount (less than 1%). The general purpose grant uses weighted students as the primary determinate of funding. Once the total equalization grant amount is determined for each district, the state distributes that amount, less the portion each district raises locally.

Historical Perspective on the School Funding Formula

The current finance system is the legacy of two constitutional property tax measures. Voters approved Measure 5 in 1990 and Measure 50 in 1997. These two measures dramatically changed Oregon's school finance system by limiting property taxes for schools and ESDs. The measures caused a substantial shift in funding sources for K-12 education from local property taxes to the state's General Fund.

In response to the Measure 5 property tax limitations, the 1991 Legislature increased state funding and adopted a permanent K-12 equalization formula and implemented its phase-in. It also began providing state funds to ESDs to make up a share of their property tax losses. By the end of the five-year phase-in of the tax limit, the state primarily funded the school system and virtually eliminated local control over determining the lion's share of school funding.

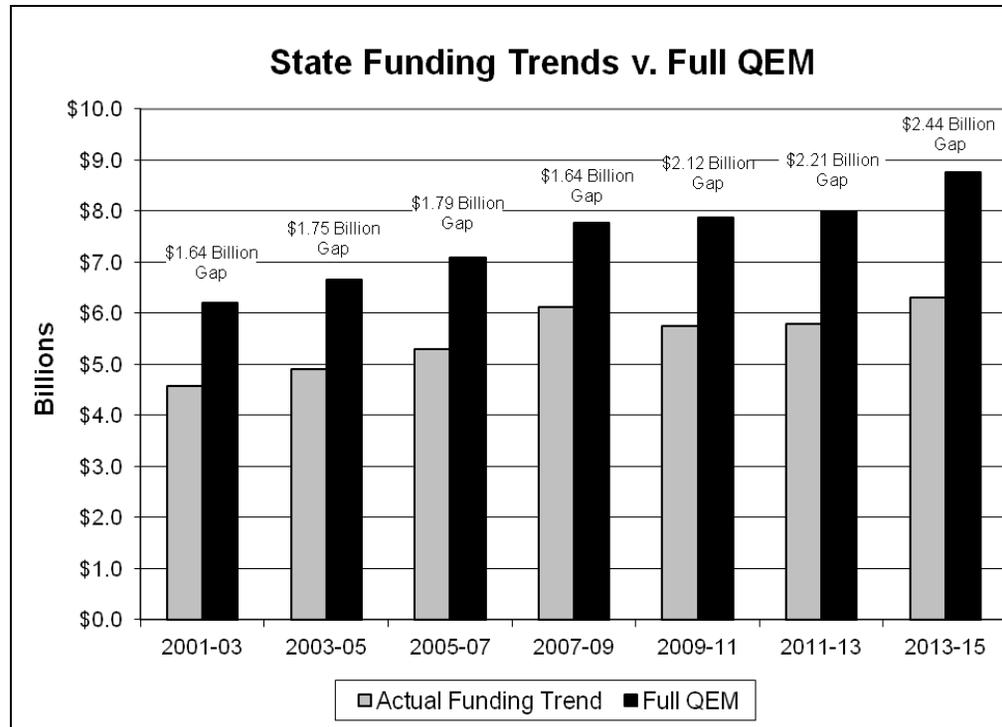
Measure 50, created during the 1997 legislative session, continued the shift to state funding. Measure 50 (produced as a rewrite of Measure 47) added another property tax limit more restrictive than Measure 5. Consequently, the 1997 Legislature raised the level of state funding even higher and further modified constraints to the school equalization formula. State funding, less than 30% of State School Fund and local formula revenue in 1990-91, increased to about 70% in 1999-2000. For the past nine years, it has remained around 70%.

School District Equity: The K-12 Equalization Formula

When the 1991 Legislature adopted the equalization formula, it created a new measure of financial equity for school districts. This is a statutory definition of fairness applied to the financial needs of school districts. The measure of equity is reflected primarily in student weights used in the K-12 school equalization formula adopted in 1991. Those weights direct more resources to districts with larger shares of students thought to require more resources to effectively educate them: special education students, students whose first language is not English, students in poverty, and various others. The basic structure of this formula has not changed since then.

Using school district data, the K-12 equalization formula determines a funding amount for each district. This amount is each school district's share of available State School Fund and local revenue used in the formula. State School Fund dollars for each district make up the difference between the district's equalization amount and its local revenue. If local revenues are high in a given district, state aid is lower to compensate. If local revenues are low, state aid is higher. In effect, the formula converts local school taxes into statewide resources. It does not matter what a district receives in property taxes or other local revenue. The only revenue that matters is the statewide total of state and local dollars. The K-12 share of this total is 95.5%, and the ESD share is the remaining 4.5%.

According to the Quality Education Commission (QEC) revised final report (2012), as Oregon's student population grows, additional support and resources are needed to help all students meet these high academic standards and graduation requirements. Oregon's education reforms have the potential to increase the efficiency of education delivery in Oregon in three primary ways: first, by reducing administrative redundancies through the integration of pre-kindergarten, K-12, and post-secondary programs; second, by improving coordination and alignment of programs across the education continuum, particularly at key student transition points; and third, by creating incentives in funding systems that promote more efficient use of resources by schools and more efficient use of time by students.



Quality Education Commission Final Report (2012)

Equity Principles

The logic of school equity is that differences in revenue resources between school districts must be justified in some rational manner. Now that the state is the primary source of education funding, the goal is to either justify or eliminate the variations in resources among districts that existed prior to the 1990 passage of Measure 5.

To accomplish this goal, the following principles guided the development of the equalization formula:

- Share all school funding sources statewide by allocating all state and local general operating revenue.
- Let school districts decide how to spend their allocation and distribute state aid in general, not categorical, grants.
- Create funding differences only for uncontrollable cost differences and justify revenue differences in a rational manner.
- Avoid incentives for school districts to increase their allocation, by minimizing the number of classifications and setting limits.

OREGON DEPARTMENT OF EDUCATION

In short, every district should get the same amount per student, adjusted only for unavoidable differences in costs. Implementing these principles provides the following general formula for equity:

$$\text{State Aid to District} + \text{Local Revenues} = \text{Number of Students} \times \text{Base Funding Per Student} \times \text{Cost Factors}$$

Under this simplified formula, the amount available for distribution is state aid and local revenues – this is the left side of the equation. On the right side of the equation, the base funding per student is the same for all districts and is determined by the amount of money available for distribution. The cost factors adjust each district's allocation to reflect cost differences.

Currently, the formula uses five different methods to adjust for cost differences among school districts:

- weighted student count;
- teacher experience adjustment;
- transportation grant;
- facility grant; and
- high-cost disability grant.

State School Fund: Specific Earmarks

For 2013-15, the Legislature earmarked part of the State School Fund for a number of specific uses, prior to allocation to districts via the equalization formula described earlier. These earmarks include:

- Oregon Virtual School District (\$1.6 million);
- 10th grade assessment contract \$968,000;
- Talented and Gifted program activities (\$350,000 for each biennium);
- Speech-language pathologist grants and stipends (\$150,000 for each biennium); and

Oregon law also provides for a transfer of \$2.5 million per year to the Small School District Supplement Fund, a fund established to aid districts under 8,500 weighted students, with high schools having less than 350 students in four grades and 267 students in three grades. This program currently has a sunset date of June 30, 2015 (HB 2501, 2013).

Finally, the Department of Education is allowed to bill the State School Fund for special education students in certain programs (long-term care and treatment facilities, hospitals, and the Oregon School for the Deaf). There is no limit on the total charge against the State School Fund.

The total of these earmarks in 2015-17 is estimated at less than 1% of the State School Fund.

2015-17 State School Fund - Current Service Level Calculation

Executive Order 99-15 directs the Department of Administrative Services (DAS) to annually forecast a statewide growth factor for school districts' general operating revenue per weighted student for each of the next three fiscal years. The information is intended to be a reasonable estimate of what the state support might be, using the current-service-level approach for the State School Fund, with growth factors specifically for K-12 education. It is not a guarantee of a specific funding level. The executive order also created the School Revenue Forecast Committee, which works with DAS to develop the forecasts. The committee comprises representatives from the ODE, the Legislative Fiscal Office, the Legislative Revenue Office, representatives for various K-12 stakeholders (e.g., the Oregon Education Association and the Oregon School Boards Association), and the Legislature. The committee's most current calculation for the 2015-17 current service level budget for the State School Fund is \$6.777 billion.

Local Option Equalization Grants

The Legislature established the Local Option Equalization Grants Account to provide grants to eligible school districts levying a local option property tax (ORS 327.339). Local option districts with assessed value per student less than the target district are eligible. The target district assessed value per student is set at the 75th percentile (i.e., districts below the 75th percentile are eligible). The grant is equal to the number of students, multiplied by the local option tax rate, multiplied by the difference between the target value per student and the district assessed value per student. If voters approve a local option during a biennium, the eligible district does not receive a grant payment until the subsequent biennium. If the Legislative Assembly does not appropriate moneys sufficient to provide matching grants at 100 percent, the available grant funds are distributed pro rata.

The 2013 Legislature approved a transfer of \$3,535,581 to the LOEG Account.

Measure to Gauge the Performance of the State School Fund

The primary measure for ODE and the SSF is the financial stability of schools, school districts and education service districts. With approximately 65% of education funding being provided by the State, all of these entities depend on the timely and accurate distribution of the SSF by ODE. This stakeholder measure of "timely and accurate" is applied on a monthly basis and reviewed by the Secretary of State Audits Division annually.

For more detailed publications on school finance legislation, visit <http://www.leg.state.or.us/comm/lro/home.htm> (the Legislative Revenue Office's web site) and click on "Publications."

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-400-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Lottery Funds						
Tsfr From Administrative Svcs	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
Total Lottery Funds	\$545,904,513	\$327,374,109	\$327,374,109	\$327,374,109	\$311,639,006	-
Other Funds						
Other Revenues	-	60,000	60,000	3,075,000	3,075,000	-
Tsfr From Revenue, Dept of	365,768	340,252	340,252	615,890	615,890	-
Total Other Funds	\$365,768	\$400,252	\$400,252	\$3,690,890	\$3,690,890	-
Federal Funds						
Tsfr From Administrative Svcs	22,449,100	-	-	-	-	-
Total Federal Funds	\$22,449,100	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue School Funding

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Lottery Funds Transferred from Dept. of Administrative Services	Lottery	1107	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	
Lottery Funds Total			545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
Other Revenues - Misc	Other	975				3,075,000	3,075,000	
Western & Eastern Oregon Timber Tax & Kicker Donation transfers from Dept of Revenue	Other	1150	365,768	400,252	508,656	615,890	615,890	
Other Funds Total			365,768	400,252	508,656	3,690,890	3,690,890	-
American Recovery and Reinvestment Act	Federal	995	33,576,913		-			
Federal Funds Total			33,576,913	-	-	-	-	-
GRAND TOTAL			579,847,194	327,774,361	327,882,765	331,064,999	315,329,896	0

SCHOOL FUNDING

Essential Package 021

021 Phase-In

2015-17 Fiscal Impact

Purpose:

In general, the purpose of the 021 package is to reflect budget adjustments to programs expected to phase-in fully during the next biennium. Typically, phased-in programs are those funded fewer than 24 months in one biennium, and needing to be funded for a full 24 months in the next biennium.

How Achieved:

This package phases in \$177,309,541 to the State School Fund as provided in the SSF tracker provided by the Chief Financial Office on July 3, 2014.

Staffing Impact:

None.

Fund Source:	General Fund	Other Funds	Federal Funds	Total Funds
Special Payments	\$177,309,541			\$177,309,541
Total Request	\$177,309,541			\$177,309,541

This package is approved in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 021 - Phase-in

Cross Reference Name: School Funding
Cross Reference Number: 58100-400-00-000000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	177,309,541	-	-	-	-	-	177,309,541
Total Revenues	\$177,309,541	-	-	-	-	-	\$177,309,541
Special Payments							
Dist to Local School Districts	177,309,541	-	-	-	-	-	177,309,541
Total Special Payments	\$177,309,541	-	-	-	-	-	\$177,309,541
Total Expenditures							
Total Expenditures	177,309,541	-	-	-	-	-	177,309,541
Total Expenditures	\$177,309,541	-	-	-	-	-	\$177,309,541
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

SCHOOL FUNDING

Essential Package 022

022 Phase-out Program & One-Time Costs

2015-17 Fiscal Impact

Purpose:

In general, the purpose of the 022 package is to reflect budget adjustments for programs expected to phase-out in the next biennium (e.g., eliminated programs, pilot programs, and other one-time costs).

How Achieved:

This package reduces General Fund for phased-out costs related to the passage of HB 5101 (2013) for additional funding provided to the State School Fund for the second year of the biennium.

Staffing Impact:

None.

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies				
Capital Outlay				
Special Payments	(\$100,000,000)			(\$100,000,000)
Total Request	(\$100,000,000)			(\$100,000,000)

Policy option package 110 requests restoration of this funding, in addition to phase-in to 24-months (\$200 million General Fund).

This package is approved in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 022 - Phase-out Pgm & One-time Costs

Cross Reference Name: School Funding
Cross Reference Number: 58100-400-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	(100,000,000)	-	-	-	-	-	(100,000,000)
Total Revenues	(\$100,000,000)	-	-	-	-	-	(\$100,000,000)
Special Payments							
Dist to Local School Districts	(100,000,000)	-	-	-	-	-	(100,000,000)
Total Special Payments	(\$100,000,000)	-	-	-	-	-	(\$100,000,000)
Total Expenditures							
Total Expenditures	(100,000,000)	-	-	-	-	-	(100,000,000)
Total Expenditures	(\$100,000,000)	-	-	-	-	-	(\$100,000,000)
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

SCHOOL FUNDING

Essential Package 031

031 Standard Inflation & Price List Adjustments

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to fund expenditure increases due to inflation. The approved biennial inflation factor for 2015-17 is 3.0% for all programs except Attorney General Fees, Facilities Rent, and State Government Service Charges. Uniform rent increases by 4.4% with approval of the agency's CFO analyst. The hourly rate for Attorney General costs increase by 19.2%.

How Achieved:

The package funds estimated cost increases due to inflation identified in the State School Fund tracker as supplied by the Chief Financial Office on July 3, 2014.

Staffing Impact:

None.

Fund Source:	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies				
Capital Outlay				
Special Payments	\$186,679,572			\$186,679,572
Total Request	\$186,679,572			\$186,679,572

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: School Funding
Cross Reference Number: 58100-400-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	186,679,572	-	-	-	-	-	186,679,572
Total Revenues	\$186,679,572	-	-	-	-	-	\$186,679,572
Services & Supplies							
Instate Travel	-	-	-	-	-	-	-
Out of State Travel	-	-	-	-	-	-	-
Employee Training	-	-	-	-	-	-	-
Office Expenses	-	-	-	-	-	-	-
Telecommunications	-	-	-	-	-	-	-
Professional Services	-	-	-	-	-	-	-
Attorney General	-	-	-	-	-	-	-
Dues and Subscriptions	-	-	-	-	-	-	-
Other Services and Supplies	-	-	-	-	-	-	-
Expendable Prop 250 - 5000	-	-	-	-	-	-	-
IT Expendable Property	-	-	-	-	-	-	-
Total Services & Supplies	-	-	-	-	-	-	-
Special Payments							
Dist to Local School Districts	185,403,716	-	-	-	-	-	185,403,716
Intra-Agency Gen Fund Transfer	1,275,856	-	-	-	-	-	1,275,856
Total Special Payments	\$186,679,572	-	-	-	-	-	\$186,679,572

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: School Funding
Cross Reference Number: 58100-400-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Total Expenditures							
Total Expenditures	186,679,572	-	-	-	-	-	186,679,572
Total Expenditures	\$186,679,572	-	-	-	-	-	\$186,679,572
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

SCHOOL FUNDING

Essential Package 032

032 Above Standard Inflation

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to fund the amount above, not including, standard inflation for a limited set of factors.

How Achieved:

This package adds inflation above the standard inflation rate of 3.0%, as identified in the State School Fund tracker provided by the Chief Financial Office on July 3, 2014.

Quantifying Results:

N/A

Fund Source:	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies				
Capital Outlay				
Special Payments	\$75,448,665			\$75,448,665
Total Request	\$75,448,665			\$75,448,665

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 032 - Above Standard Inflation

Cross Reference Name: School Funding
Cross Reference Number: 58100-400-00-000000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	75,448,665	-	-	-	-	-	75,448,665
Total Revenues	\$75,448,665	-	-	-	-	-	\$75,448,665
Special Payments							
Dist to Local School Districts	75,448,665	-	-	-	-	-	75,448,665
Total Special Payments	\$75,448,665	-	-	-	-	-	\$75,448,665
Total Expenditures							
Total Expenditures	75,448,665	-	-	-	-	-	75,448,665
Total Expenditures	\$75,448,665	-	-	-	-	-	\$75,448,665
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

SCHOOL FUNDING

Essential Package 040

040 Mandated Caseload

2015-17 Fiscal Impact

Purpose:

In general, the purpose of this package is to fund cost increases associated with caseload growth in state or federally mandated programs. In particular, this package reflects the cost increases for K-12 student population growth in the State School Fund.

How Achieved:

This package adds General Fund to reflect cost increases associated with the student population growth as forecast by the School Revenue Forecast Committee. The dollar amount for this package was provided by the agency's Chief Financial Office analyst.

Staffing Impact:

None.

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies				
Capital Outlay				
Special Payments	\$22,845,318			\$22,845,318
Total Request	\$22,845,318			\$22,845,318

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 040 - Mandated Caseload

Cross Reference Name: School Funding
Cross Reference Number: 58100-400-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	22,845,318	-	-	-	-	-	22,845,318
Total Revenues	\$22,845,318	-	-	-	-	-	\$22,845,318
Special Payments							
Dist to Local School Districts	22,845,318	-	-	-	-	-	22,845,318
Total Special Payments	\$22,845,318	-	-	-	-	-	\$22,845,318
Total Expenditures							
Total Expenditures	22,845,318	-	-	-	-	-	22,845,318
Total Expenditures	\$22,845,318	-	-	-	-	-	\$22,845,318
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

SCHOOL FUNDING

Essential Package 050

050 Fund Shifts

2015-17 Fiscal Impact

Purpose:

In general, the purpose of this package is to reflect shifts of expenditures among fund sources. In particular, this package reflects changes in funding sources for the State School Fund's current service level budget.

How Achieved:

Although typically this package would reflect a shift between fund sources, the current package reflects a reduction of \$239,586,353 General Fund, as shown in the State School Fund tracker provided by the Chief Financial Office on July 3, 2014.

Staffing Impact:

None.

Fund Source:	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies				
Capital Outlay				
Special Payments	(\$239,586,353)			(\$239,586,353)
Total Request	(\$239,586,353)			(\$239,586,353)

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 050 - Fundshifts

Cross Reference Name: School Funding
Cross Reference Number: 58100-400-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	(239,586,353)	-	-	-	-	-	(239,586,353)
Total Revenues	(\$239,586,353)	-	-	-	-	-	(\$239,586,353)
Special Payments							
Dist to Local School Districts	(239,586,353)	-	-	-	-	-	(239,586,353)
Total Special Payments	(\$239,586,353)	-	-	-	-	-	(\$239,586,353)
Total Expenditures							
Total Expenditures	(239,586,353)	-	-	-	-	-	(239,586,353)
Total Expenditures	(\$239,586,353)	-	-	-	-	-	(\$239,586,353)
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

SCHOOL FUNDING

Package 090 – Analyst Adjustments

Governor’s Budget Package:

The Governor’s budget includes a reduction to the State School Fund of \$82.3 million for assumed savings for policy changes to district health care costs.

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	(\$82,300,000)	\$0	\$0	(\$82,300,000)
Total Request	<u>(\$82,300,000)</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$82,300,000)</u>

This package is approved as added in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 090 - Analyst Adjustments

Cross Reference Name: School Funding
Cross Reference Number: 58100-400-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	(82,300,000)	-	-	-	-	-	(82,300,000)
Total Revenues	(\$82,300,000)	-	-	-	-	-	(\$82,300,000)
Special Payments							
Dist to Local School Districts	(82,300,000)	-	-	-	-	-	(82,300,000)
Total Special Payments	(\$82,300,000)	-	-	-	-	-	(\$82,300,000)
Total Expenditures							
Total Expenditures	(82,300,000)	-	-	-	-	-	(82,300,000)
Total Expenditures	(\$82,300,000)	-	-	-	-	-	(\$82,300,000)
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

SCHOOL FUNDING

Package 160 – Age 0 to Grade 3

Problem:

Oregon is not meeting its third grade benchmark goals of 100 percent by 2014, as required by No Child Left Behind (NCLB) legislation. For 2015, the goal was reduced to reflect a change to new Annual Measurable Objective (AMO) targets included in Oregon's ESEA waiver. Although lower than the targets set under NCLB, these new targets will still require Oregon schools to show improvement to help students succeed. Currently only 66 percent of third graders are meeting or exceeding the goal. Additionally, optional full-day kindergarten is funded through the State School Fund distribution formula beginning with the 2015-16 school year. The Oregon Education Investment Board (OEIB) and Oregon Department of Education, in collaboration with the Early Learning Council, have made the K-3 Literacy Initiative the number one priority in education.

In the 2013 legislative session, House Bill 3232 and House Bill 3233 allowed funding to support closing achievement and opportunities gaps for all culturally and linguistically diverse students, the creation of Dual Language Programs, training supports for culturally responsive teaching and practices, and the creation of a new Education Equity Unit within in the Department of Education.

Grant funding was awarded to address the disparities that were occurring at all levels of our education system. Huge strides have been made toward equity because of the strategic supports that the funding and the Education Equity Unit have been able to provide. Because our Education Equity Unit is small, each of us has had the opportunity to participate and contribute our expertise in the many facets of our organization. Although the connections have been fruitful, we have not been able to go as deep as we would like in order to create meaningful supports and connections with the community at large. To address goal #4 of the ODE Strategic Plan, "*ODE meaningfully engages parents, stakeholders, and the larger community to help make Oregon's schools the best in the country,*" there has been outreach and the creation of a Community Advisory Group. Unfortunately, because of the demands of our current workload, travel and participation with our community stakeholders has been minimal at best. Having a specific role, where targeted outreach can occur in collaboration with current efforts, would help move the strategic plan goals forward in a more meaningful way.

Proposed Solution:

The K-3 reading proposal lines out a plan to maximize efforts in getting all the students in the state to read at grade level by third grade. There is a particular emphasis on addressing the opportunity gap for students of color, by adding time and intensity to instruction, as well as engaging families and children at a young age. The proposal focuses on evidence-based practices starting before kindergarten to close the gap before it even begins. The department is proposing four strategies to impact successfully meeting targets for third grade reading, while addressing disparities that occur at all levels of the education system:

- **Funding for full-day kindergarten**

OREGON DEPARTMENT OF EDUCATION

- Increased time and intensity to CORE and intervention programs – this will account for the regular, main curriculum delivered during the day for literacy (CORE) as well as the remediation needed for students who are struggling (interventions) (\$1.0 million)
- Focused professional development with support from instructional coaches (\$2.2 million)
- Engagement between schools and families/community based organizations. It is difficult to talk about these strategies in isolation, because they come together as a package to have the biggest impact. This would all begin in 2015 with approval from the Legislature, with hopes of going on for at least three biennia. (\$0.2 million)

Equity Analysis:

The target population for these strategies will be our students of color. It is clear these are the children most “at-risk” for underperforming and they represent Oregon’s best opportunity to improve overall educational outcomes. Embedded in these strategies are culturally relevant practices, which will engage wraparound services from teachers, parents/families, and community based organizations. These types of partnerships are the best way to address persistent educational disparities for children of color.

Quantifying Results:

Academic achievement in reading will be measured by Smarter Balanced assessments in third grade. In Kindergarten, first and second grades, DIBELS, EZCBM, or another curriculum-based measure (to be determined) will be used to measure progress. Increased academic achievement will need to be checked from the beginning to end of each school year.

Revenue Source:

(Note: Package 160 affects three areas of the budget [Operations, Grant-in-aid and State School Fund]. For ease of reading, the narrative describes the entire package and appears in the Operations, Grant-in-aid and State School Fund sections of the budget document. However, the “Revenue Section” mirrors what is entered into the Oregon Budget Information Tracking System (ORBITS) by SCR.) These are the revenue numbers for SCR 400:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	\$220,000,000			\$220,000,000
Total Request	\$220,000,000	\$	\$	\$220,000,000

This package was originally submitted by the agency as POP 102 and is approved as amended in the Governor’s Recommended Budget under a new package number.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 160 - Age 0 to Grade 3

Cross Reference Name: School Funding
Cross Reference Number: 58100-400-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	220,000,000	-	-	-	-	-	220,000,000
Total Revenues	\$220,000,000	-	-	-	-	-	\$220,000,000
Special Payments							
Dist to Local School Districts	220,000,000	-	-	-	-	-	220,000,000
Total Special Payments	\$220,000,000	-	-	-	-	-	\$220,000,000
Total Expenditures							
Total Expenditures	220,000,000	-	-	-	-	-	220,000,000
Total Expenditures	\$220,000,000	-	-	-	-	-	\$220,000,000
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

SCHOOL FUNDING

Package 170 – Statewide Lottery Balance

Governor’s Budget Package:

The Governor’s budget includes an increase to General Fund of \$15.7 million with a corresponding decrease to Lottery Funds of \$(15.7 million) to balance available lottery funds statewide.

Revenue Source:

	<u>General Fund</u>	<u>Lottery Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	\$15,735,103	(\$15,735,103)	\$0	\$0
Total Request	<u>\$15,735,103</u>	<u>(\$15,735,103)</u>	<u>\$0</u>	<u>\$0</u>

This package is approved as added in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

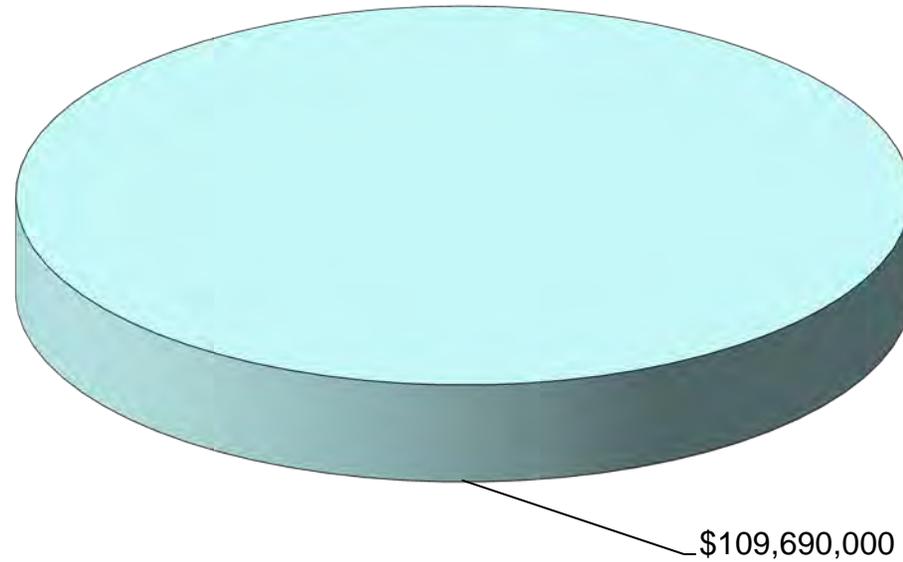
ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 170 - Statewide Lottery Balance

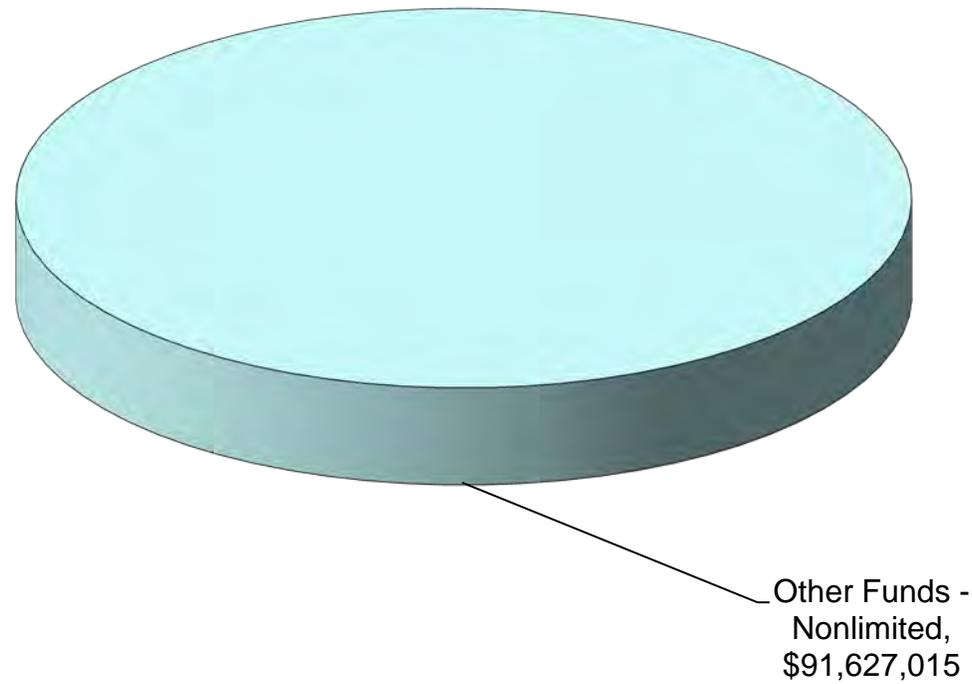
Cross Reference Name: School Funding
Cross Reference Number: 58100-400-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	15,735,103	-	-	-	-	-	15,735,103
Tsfr From Administrative Svcs	-	(15,735,103)	-	-	-	-	(15,735,103)
Total Revenues	\$15,735,103	(\$15,735,103)	-	-	-	-	-
Special Payments							
Dist to Local School Districts	15,735,103	(15,735,103)	-	-	-	-	-
Total Special Payments	\$15,735,103	(\$15,735,103)	-	-	-	-	-
Total Expenditures							
Total Expenditures	15,735,103	(15,735,103)	-	-	-	-	-
Total Expenditures	\$15,735,103	(\$15,735,103)	-	-	-	-	-
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

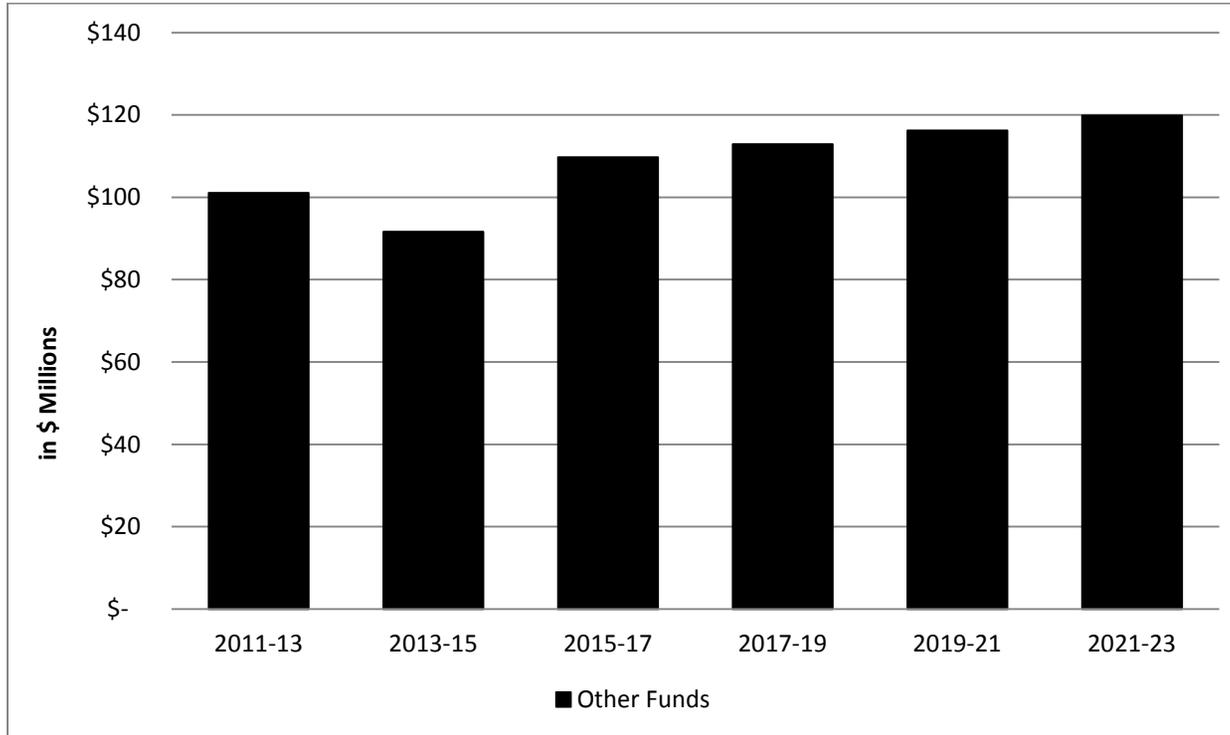
COMMON SCHOOL FUND
2015-17 Governor's Recommended Budget
\$109.69 Million All Funds
(by fund source)



COMMON SCHOOL FUND
2013-15 Legislatively Approved Budget
\$91.63 Million All Funds
(by fund source)



COMMON SCHOOL FUND



The 2005 Legislature changed the process for distributing Common School Fund (CSF) earnings to school districts, assigning responsibility for making the semi-annual distributions to the Superintendent of Public Instruction (House Bill 3183). In the past, the Department of State Lands sent these funds to the county treasurers, who then made distributions to school districts. As of 2005-06, earnings are transferred from the Department of State Lands to the Department of Education, which in turn distributes the funds to districts.

The department makes distributions twice per year - typically in January and June of each fiscal year. Due to the variability of the distribution amounts from year to year, the department uses non-limited expenditure authority to distribute the funds. All funds are distributed annually, and the department does not reserve an ending balance for these funds. ***By law, fund distributions cannot benefit current students at the disadvantage of future students, or vice-versa.***

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-450-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Nonlimited Other Funds						
Tsfr From Lands, Dept of State	101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	-
Total Nonlimited Other Funds	\$101,086,483	\$91,627,015	\$91,627,015	\$109,690,000	\$109,690,000	-

OREGON DEPARTMENT OF EDUCATION

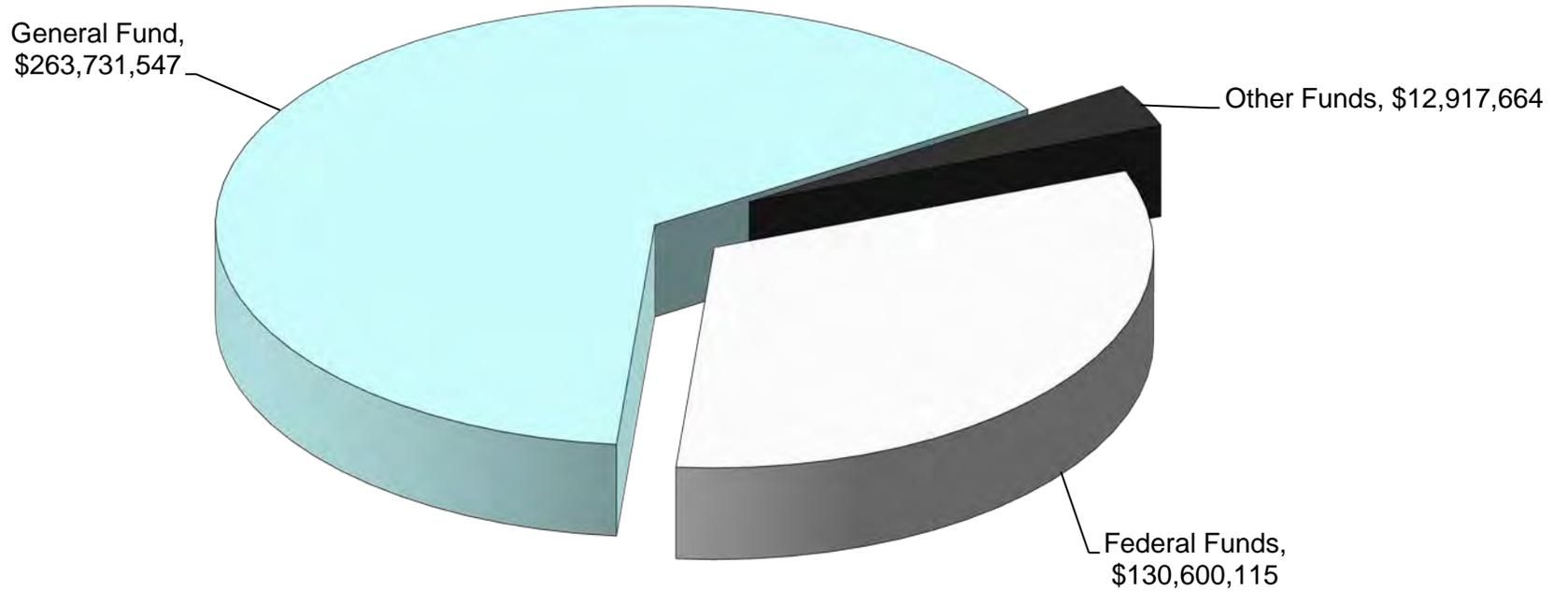
Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Common School Fund

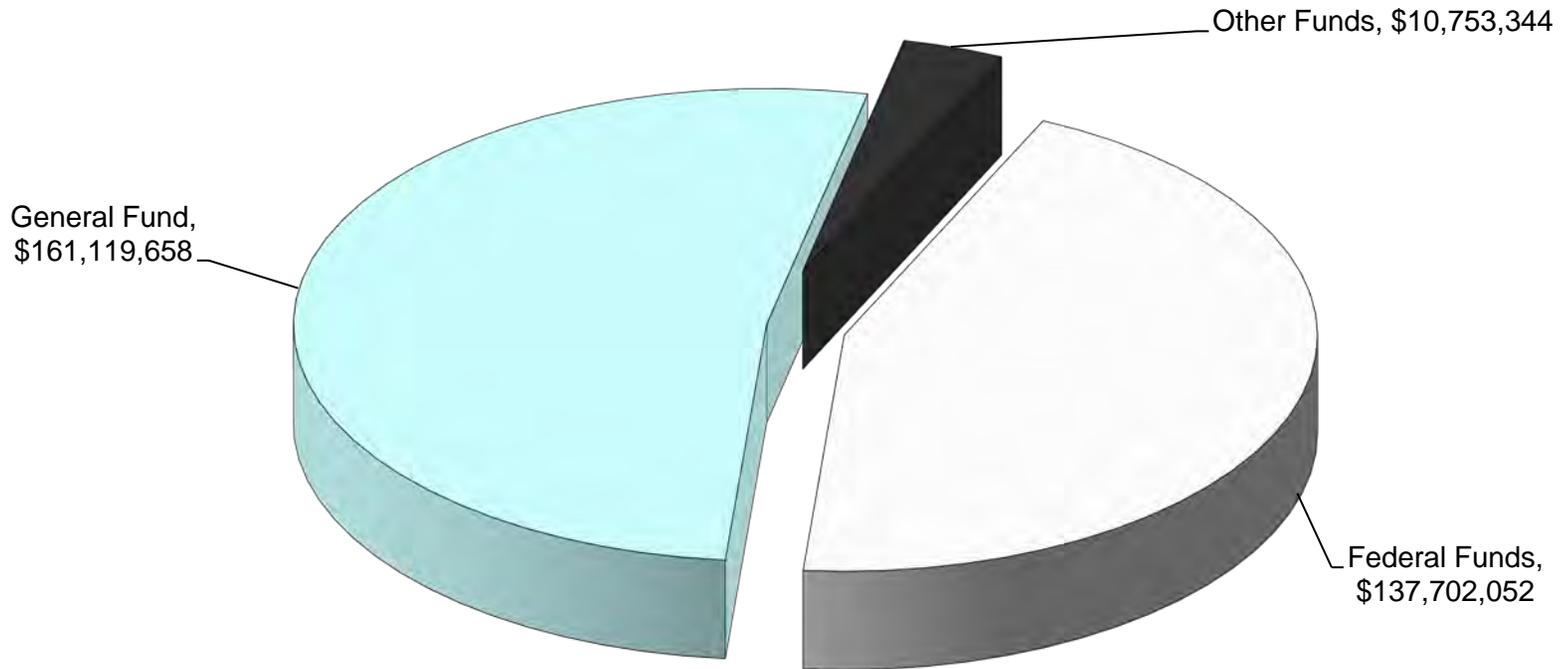
Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Common School Fund Transfer from the Dept of State Lands	Other - NL	1141	101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	
Other Funds Non-Limited Total			101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	-
GRAND TOTAL			101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	0

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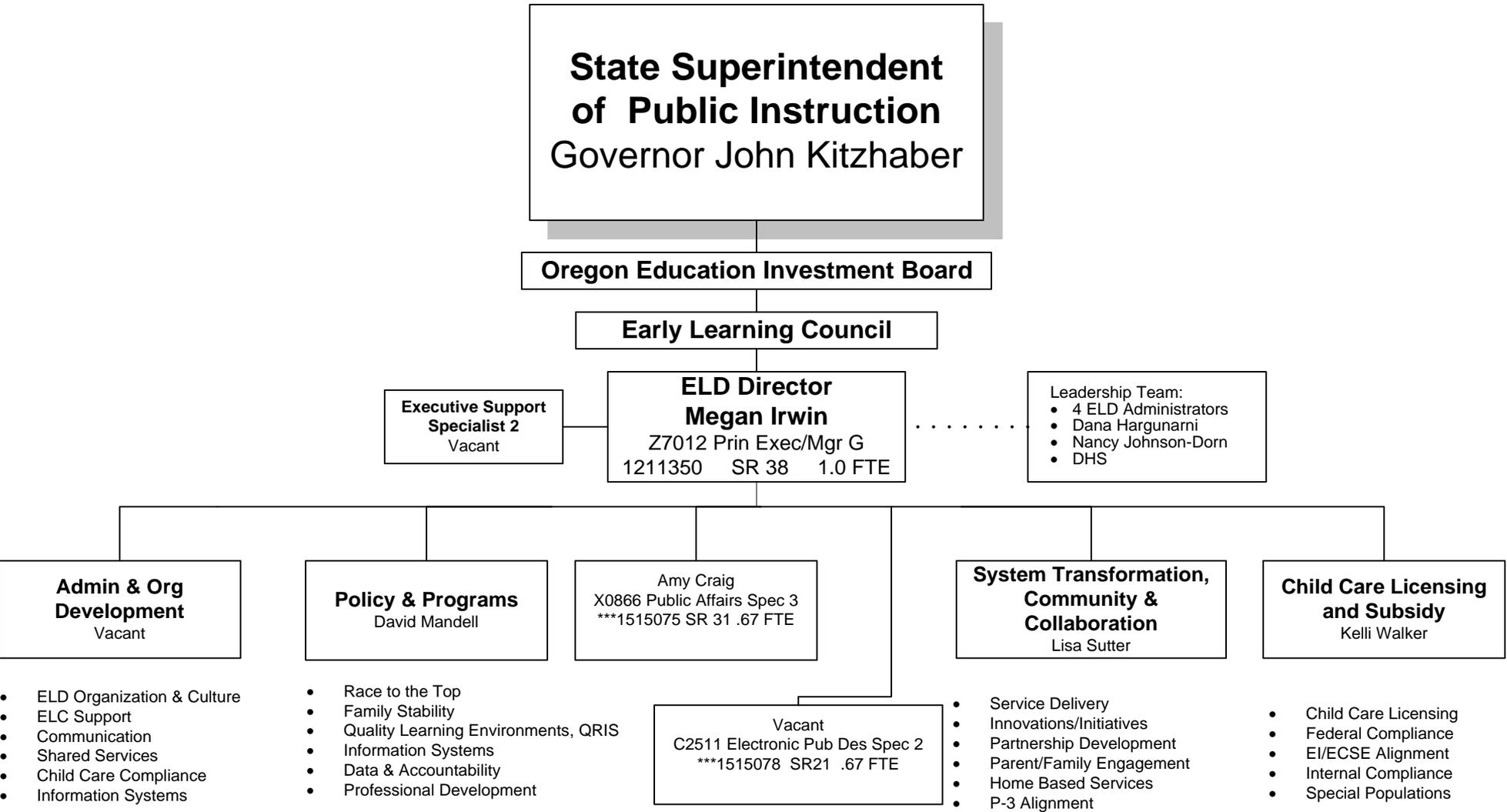
EARLY LEARNING GRANTS
2015-17 Governor's Recommended Budget
\$407.25 Million All Funds
(by fund source)



EARLY LEARNING GRANTS
2013-15 Legislatively Approved Budget
\$309.58 Million All Funds
(by fund source)

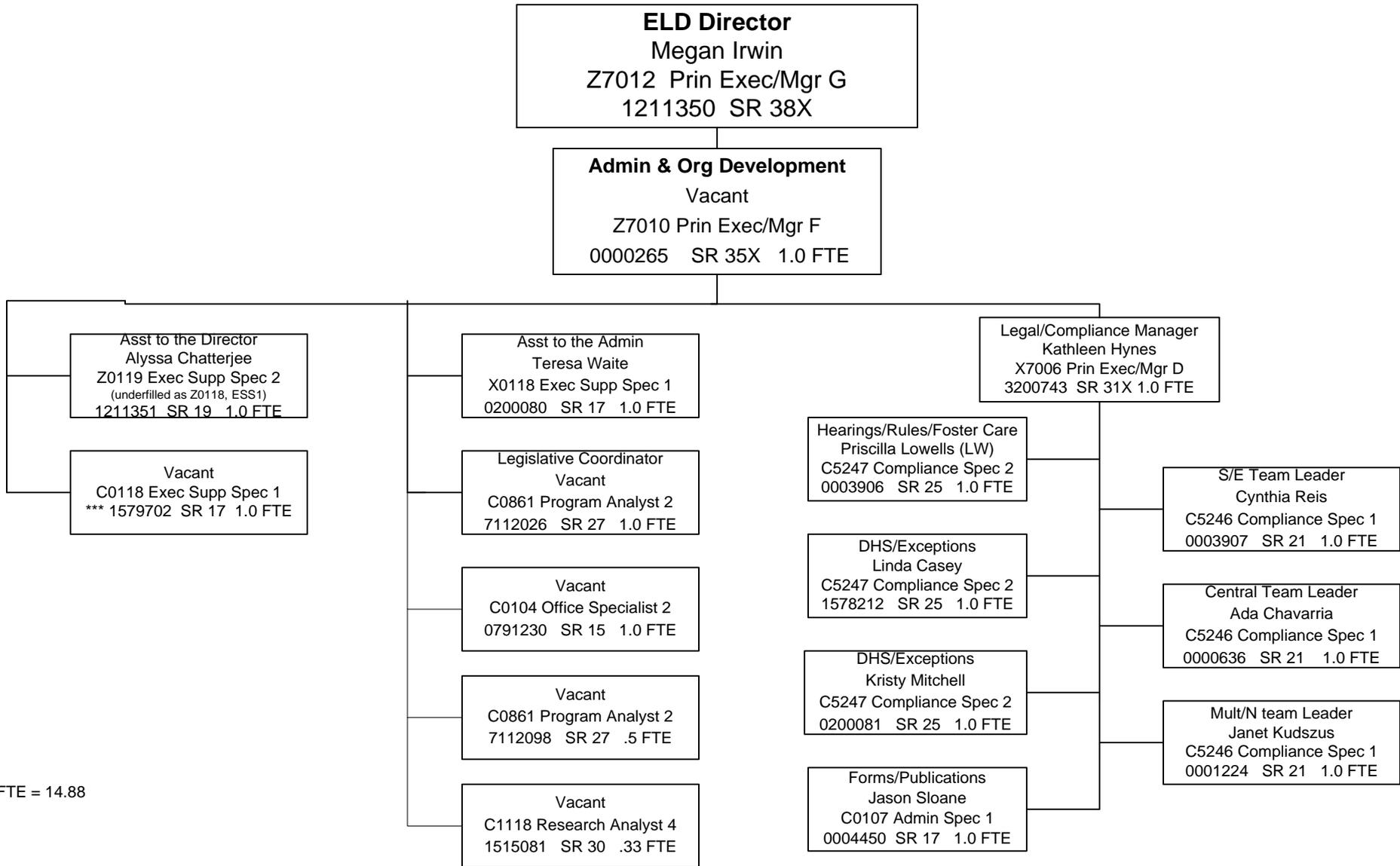


OREGON DEPARTMENT OF EDUCATION
Early Learning Division



ELD FTE = 2.34

**Early Learning Division
Administration & Organizational Development**

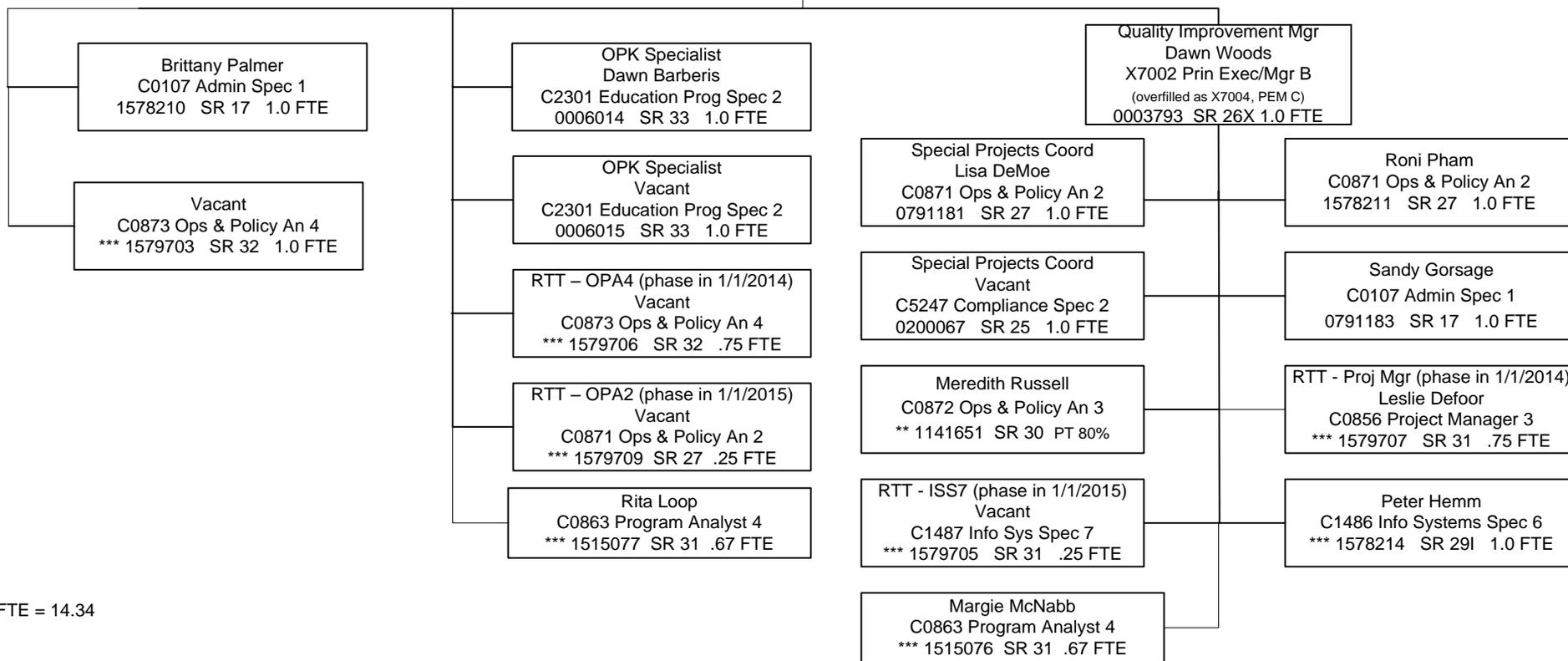


ELD FTE = 14.88

**Early Learning Division
Policy & Programs**

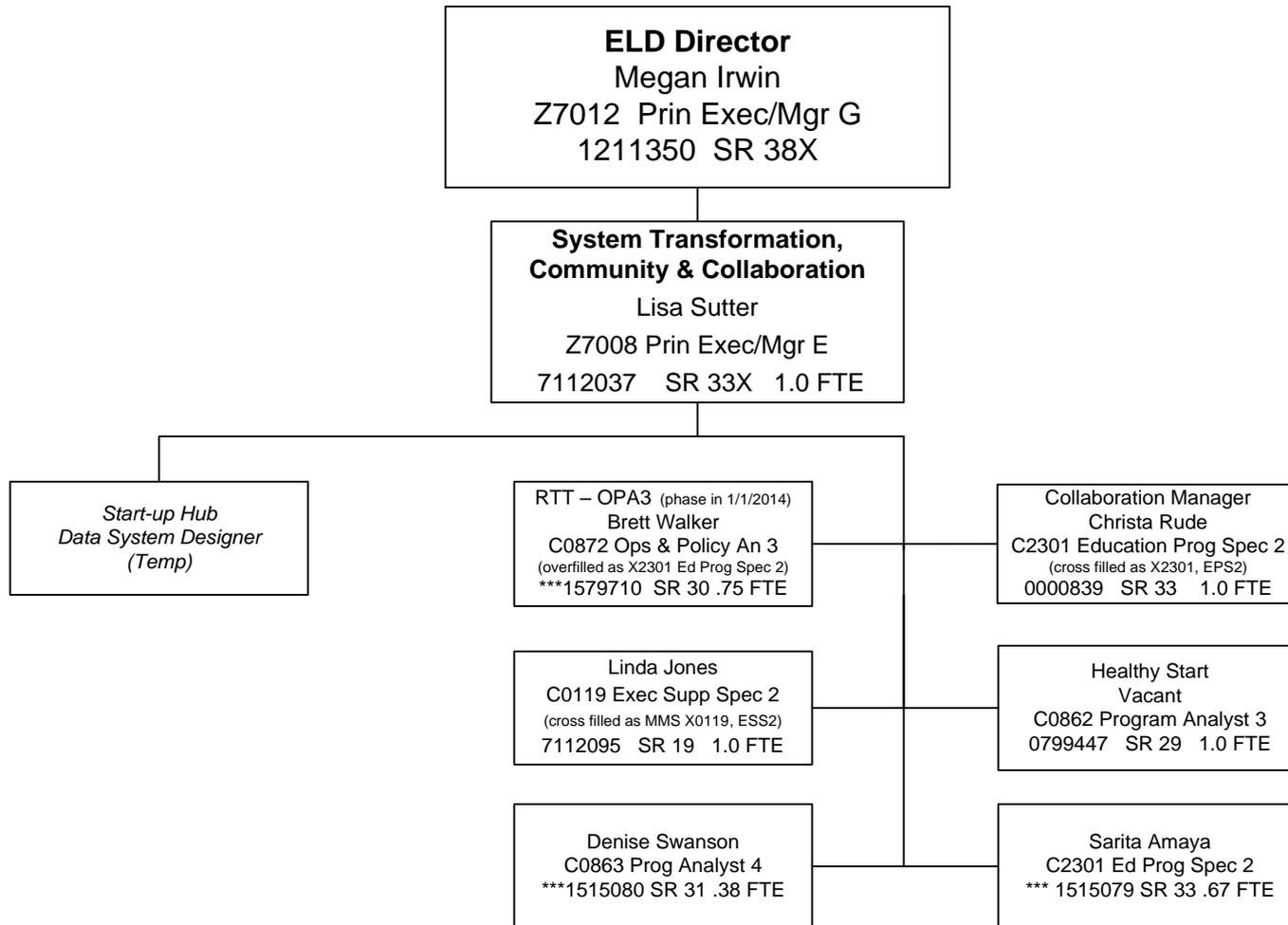
ELD Director
Megan Irwin
Z7012 Prin Exec/Mgr G
1211350 SR 38X

Policy & Programs
David Mandell
X7010 Prin Exec/Mgr F
*** 1579701 SR 35X 1.0 FTE



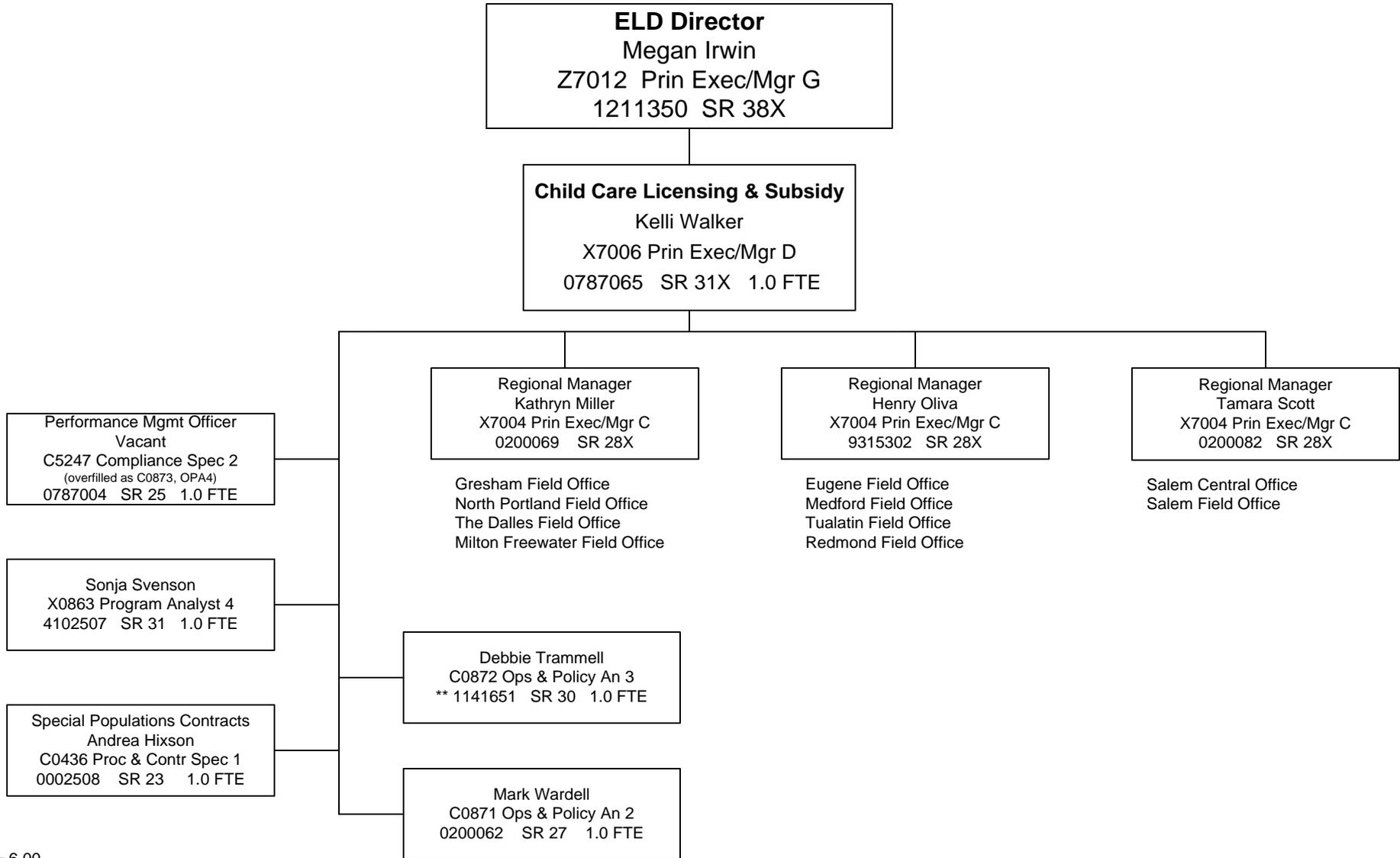
ELD FTE = 14.34

Early Learning Division System Transformation, Community & Collaboration



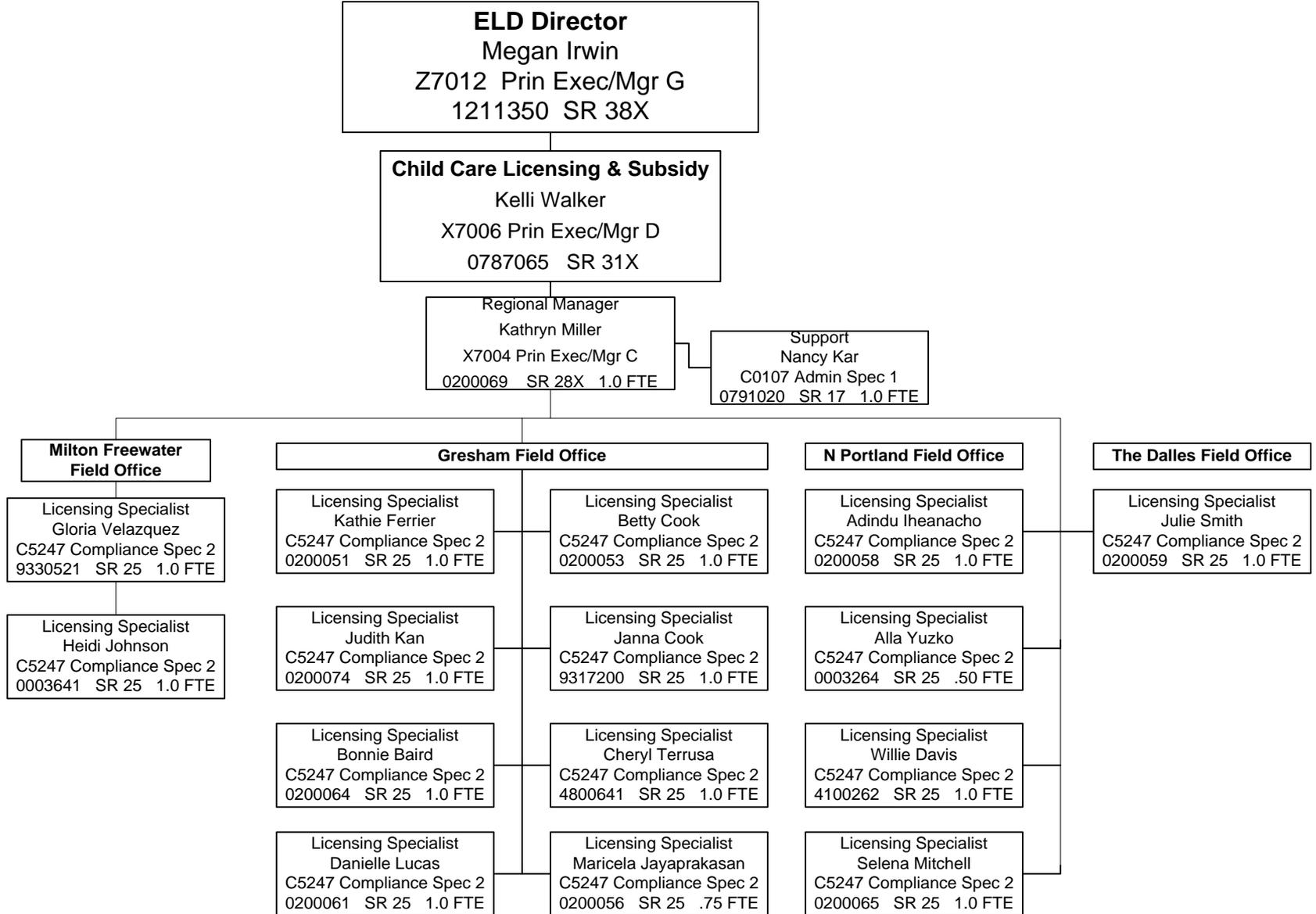
ELD FTE = 5.80

**Early Learning Division
Child Care Licensing & Subsidy**



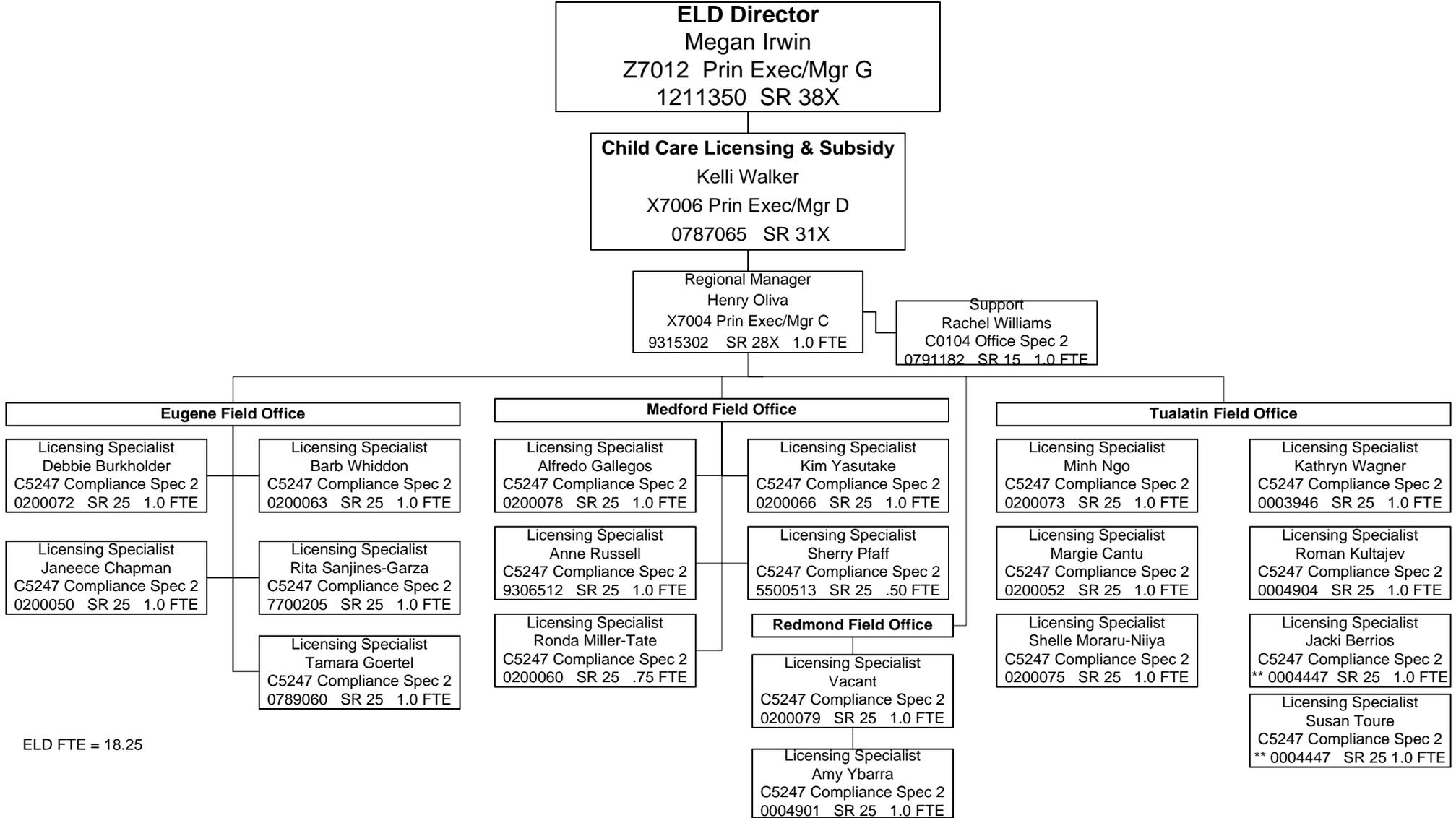
ELD FTE = 6.00

Early Learning Division North Region



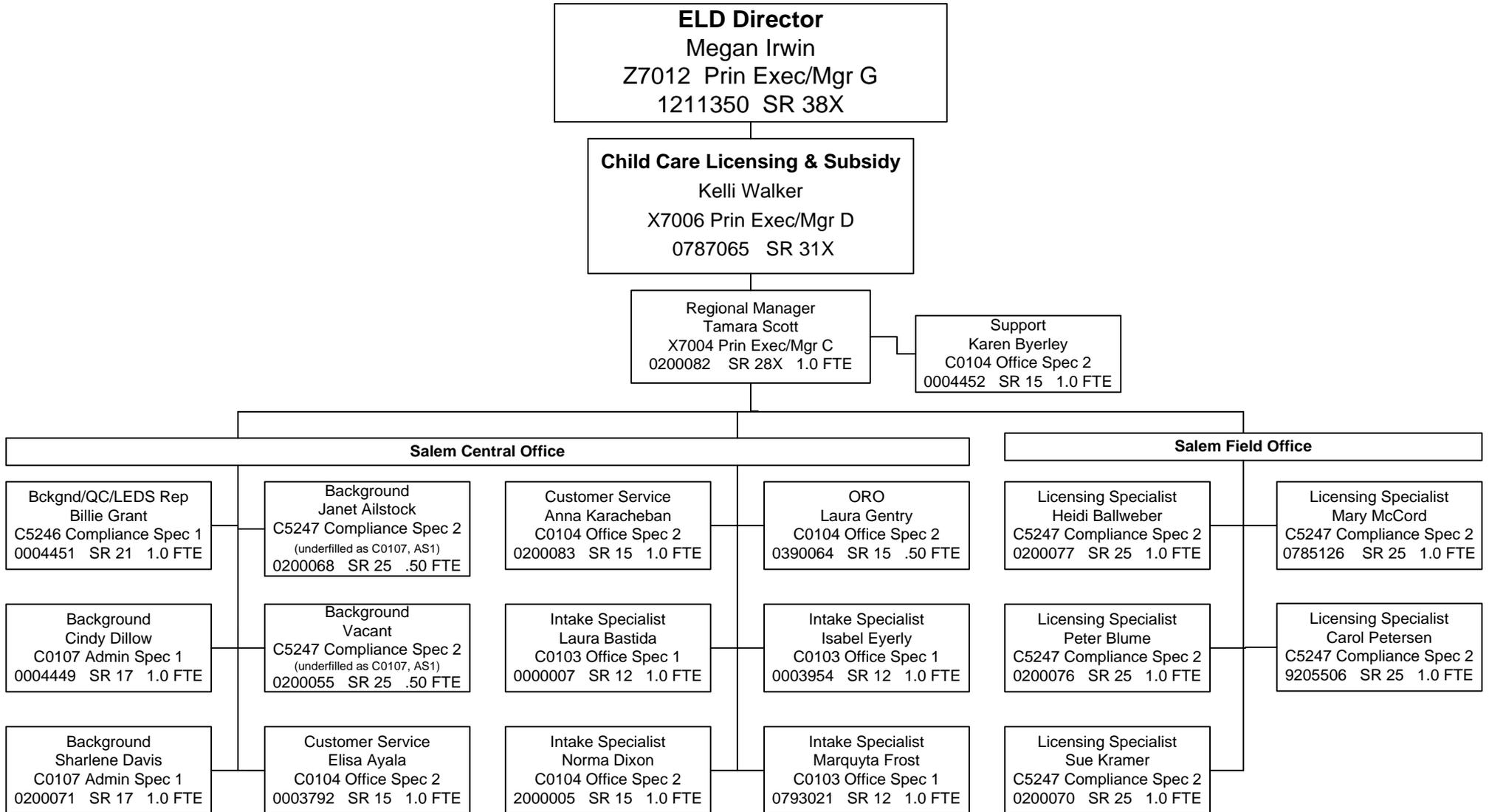
ELD FTE = 15.25

Early Learning Division South / East Region



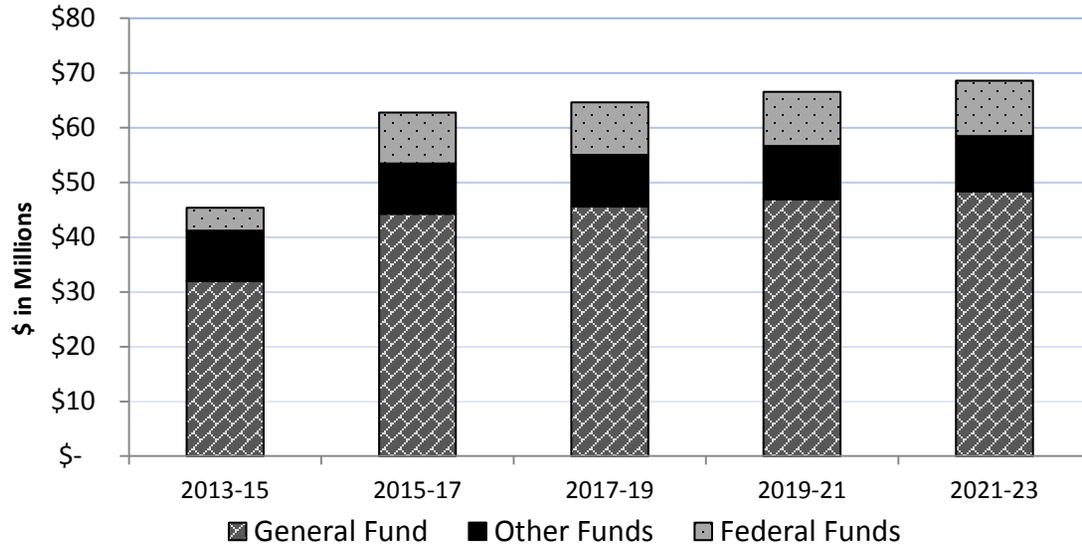
ELD FTE = 18.25

Early Learning Division Salem Region



ELD FTE = 17.50

EARLY LEARNING GRANTS



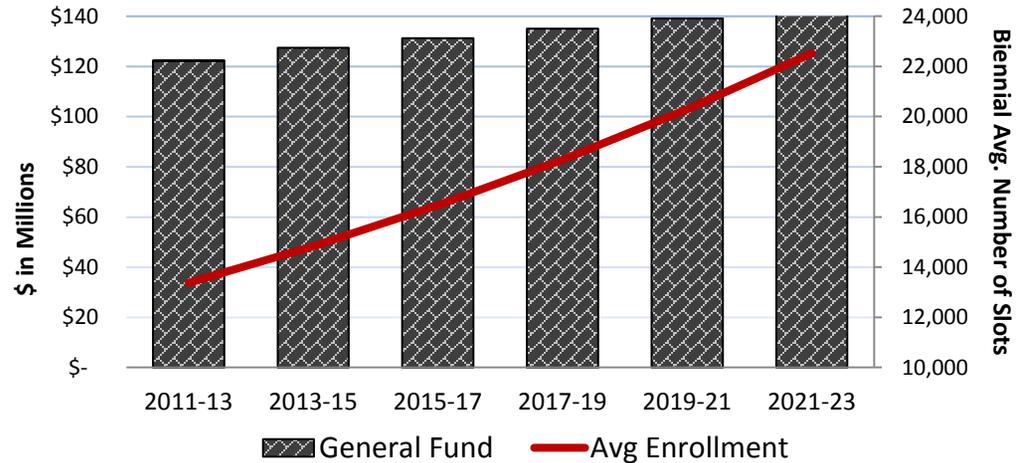
The Early Learning Council (ELC) was created to assist the Oregon Education Investment Board (OEIB) in the design of a unified system of early childhood services directed to children from birth to age six. The ELC has absorbed the governance responsibilities of the Commission on Children and Families, the Commission for Child Care, and is Oregon’s official State Advisory Council on the Education and Care for Children mandated by the federal Head Start Act. The Governor’s budget shifted the Child Care Division from the Employment Department, and the Early Learning program from the Governor’s Office, to a newly created Early Learning Division (ELD) within the Oregon Department of Education (ODE).

- Oregon Head Start Pre-kindergarten-** Oregon Head Start Pre-kindergarten, commonly referred to as “OPK”, is authorized by ORS 329.160. It is a comprehensive child development program, which currently serves 13,366 children ages three to five. To implement a comprehensive program, the OPK program, as required by Oregon administrative rule, operates according to federal Head Start Performance Standards. By aligning state expectations with Head Start standards, Oregon benefits in its teacher training efforts, monitoring efforts, and leveraging of local matching funds for programs. As OPK mirrors the Head Start program, the system is seamless and avoids duplication of services. Funding for OPK services is provided by the state General Fund. The ODE awards grants, through an open competitive process, to qualifying grantees. While many OPK providers have both federally funded and state funded slots, federal Head Start dollars do not flow through the ODE, whereas the General Fund support for OPK does.

OREGON DEPARTMENT OF EDUCATION

Twenty-eight grantees serve all 36 Oregon counties. Families served must be living at or below the federal poverty level. Center-based programs provide classes at least four to five days a week, for a minimum of 3.5 hours per day, with at least 32 weeks of class over an eight- or nine-month period. The services support children’s social, emotional, and intellectual growth, helping to prepare them for success in school and life. The programs also provide children with nutritious meals, connect their families to sources of health care, and offer other vital family support services.

The Oregon Head Start Prekindergarten (OPK) program provides preschool education, child health and nutrition, and family support services throughout the state to lowest income and highest need preschool children ages three to five years.

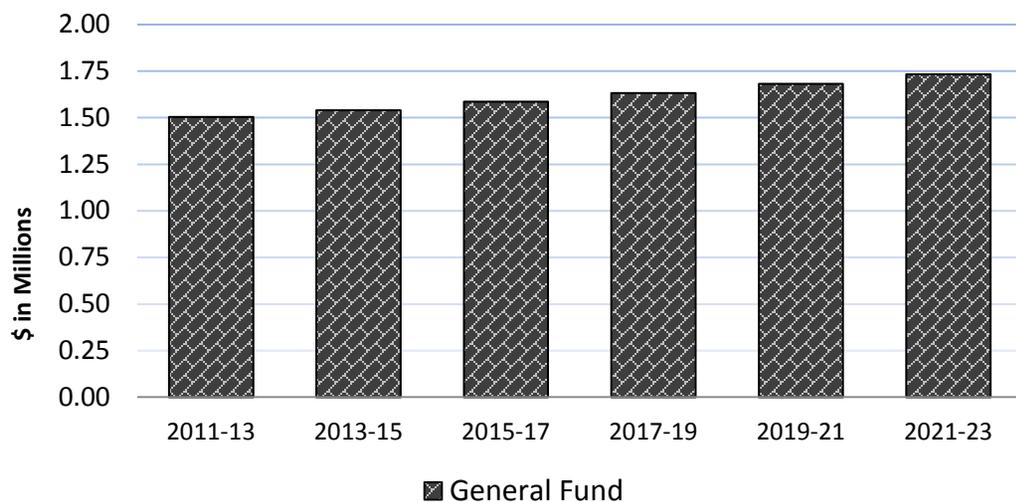


Grant fund recipients operate programs in local communities following all federal Head Start Performance Standards. These programs provide preschool education, health, dental, nutrition, mental health and family support services to children in the program. Children who qualify are living at or below the federal poverty level; are in foster care; are homeless; and have other risk factors (disability, child abuse and neglect, domestic violence, drug and alcohol abuse, parental incarceration, and medical or mental health issues). Program aspects include parental involvement plus community advocacy, transition to school activities and home visits.

- Early Head Start-** During the February 2010 supplemental session, the ODE received a \$1 million General Fund appropriation for distribution to existing federally funded Early Head Start programs. The ODE awarded funds to eleven programs, to provide services to an additional 64 children, later reduced to 60 children when the budget was reduced. For 2011-13, the Legislature approved a \$916,997 General Fund appropriation to continue state support for this program (59 slots). In 2013-15, more than 33,000 children are eligible for the services, however due to lack of funding only about 6% are able to gain access to these services. Services focus on the whole child, such as cognitive, developmental, and socio-emotional supports; medical and dental screenings and referrals; nutritional services; mental health services; parent involvement activities; and referrals to social service providers for the entire family. In addition to children living at or below the federal poverty level, qualifying children include those in foster care, who are homeless, and have other risk factors (child abuse and neglect, domestic violence, drug and alcohol abuse, parental incarceration, and medical or mental health issues). At least 10% of the children in the program are children with disabilities who receive services from Early Intervention.

OREGON DEPARTMENT OF EDUCATION

The Oregon Early Head Start (EHS) program provides comprehensive services to children under age three, as well as expectant mothers living at or below the federal poverty level. The services are a critical link for children to gain necessary skills to be successful in school; to assist families in understanding the needs of their children; and to encourage families to be involved in their child's education.



All Early Head Start programs serve families through a full day, full year program option that best meets the needs of their families. Program options, determined through the data collected from their community needs assessment and conversations with families, provide EHS programs with the ability to comprehensively and flexibly meet the needs of families. As infants and toddlers grow and change, and as family needs evolve, diverse program options can support them over time. This ensures families can grow within a consistent, supportive setting, buttressed by strong relationships

and developmentally appropriate care and services. Program options for EHS include the following:

- Center-Based services provide early learning, care, and enrichment experiences to children in an early care and education setting. Staff members also visit family homes at least twice per year.
- Home-Based services are provided through weekly home visits to each enrolled child and family. The home visitor provides child-focused visits that promote the parents' ability to support the child's development. Twice per month, the program offers opportunities for parents and children to come together as a group for learning, discussion, and social activity.
- Family Child Care services provide care and education to children in a private home or family-like setting.
- Combination services combine both home- and center-based services.

The Oregon Early Head Start (EHS) program provides comprehensive services to children under age three and expectant mothers living at or below the federal poverty level. In addition to children living at or below the federal poverty level, qualifying children include those in foster care, who are homeless, and have other risk factors (child abuse and neglect, domestic violence, drug and alcohol abuse, parental incarceration, and medical or mental health issues). At least 10% of the children in the program are children with disabilities who receive services from Early Intervention.

- Office of Child Care**-In 2013, the Child Care Division of the Oregon Employment Department moved to the Early Learning Division as the Office of Child Care (OCC). The OCC supports working families, through coordination of a statewide system designed to promote safe, quality, affordable, accessible, and licensed child care to Oregonian parents and their children. The OCC promotes education and skill development of the early care and education workforce, and supports families by making child care accessible and affordable to low-income families through the Employment Related Day Care (ERDC) subsidy program administered at the Department of Human Services, as well as other special population subsidy programs, like teen parents, families in alcohol & drug treatment, migrant & seasonal farm workers, and children with disabilities and high needs.

The OCC works to assure the safety, health, and development of children in care, by licensing child care facilities, assessing child care complaints, and maintaining a central background registry. The OCC currently regulates 4,820 facilities, and assessed over 600 complaints from community members in the 2011-2012 program year.

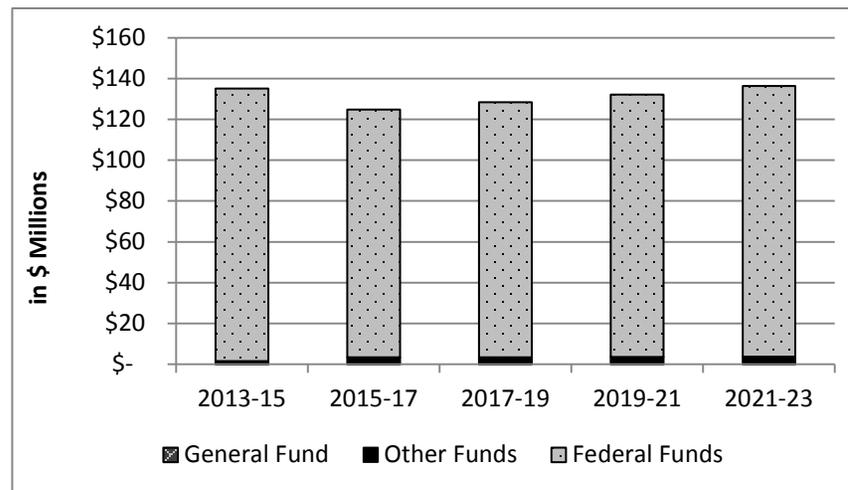
The OCC has made great efforts to increase the quality of child care programs and better support the developmental needs of the children in these programs, through a Quality Rating and Improvement System (QRIS).

The OCC has made great efforts to increase the quality of child care programs and better support the developmental needs of the children in these programs, through a Quality Rating and Improvement System (QRIS). The QRIS is an integrated system of quality improvement, for early learning programs statewide, that improves program quality, communicates a quality rating to parents, and helps families of children with high needs access quality early learning and care.

The OCC continues enhancing and expanding access to professional development opportunities through Oregon’s professional development system. This is evidenced by the tremendous growth in Oregon Registry numbers. The Oregon Registry Online database has training/education documentation for over 29,000 Oregon childhood care and education professionals.

Three out of four children will be in paid child care before entering kindergarten. School readiness can only be achieved when the coordination towards achieving early education goals includes child care and child care subsidies.

The OCC licenses and regulates approximately 4,500 child care businesses across the state. In partnership with Department of Human Services (DHS), the OCC provides child care subsidies for children in very low-income working families through the Employment Related Day Care program, which serves approximately 9,000 families with 15,000 eligible children in care. OCC also provides approximately 1,000



child care subsidies for children of targeted low-income populations, including children of teen parents in high school, children of parents in chemical dependency treatment programs, children with special needs, and children of migrant/seasonal farm workers.

Early Learning Hub Funding- Early Learning Hubs are community organizations designed to streamline and integrate services at the community level, with three outcomes in mind: 1. kindergarten readiness; 2. stable and attached families; 3. an aligned and integrated system. Early Learning Hub Funding is funding to support the new Early Learning Hubs in coordinating early learning services among providers within their region. Through House Bill 4165 (2012) and House Bill 2013 (2013), Governor Kitzhaber and the Oregon Legislature have set out to redesign the state’s approach to early learning – moving from a collection of isolated programs to a coordinated system, integrated across sectors, dedicated to the needs of children and their families, and focused on results. Early Learning Hubs are central to this new approach. Early Learning Hubs are self-organized consortiums with statutorily designated authority to integrate early learning services across systems and traditional geographic boundaries. The ultimate goal is to achieve higher levels of kindergarten readiness. While communities have the flexibility to design their own operational model and set of strategies – acknowledging that a “one size fits all” approach to transformation doesn’t work – each Hub shares the following responsibilities:

- Identify children at risk of arriving at kindergarten unprepared for school;
- Work with families to identify specific needs;
- Connect families to the supports or services that best fit their needs;
- Work across traditional silos; and
- Account for outcomes collectively and cost effectively.

Each Early Learning Hub is also responsible for the same set of outcomes:

- Increase kindergarten readiness.
- Increase family stability.
- Increase system coordination and efficacy.

• **Early Learning Kindergarten Readiness Partnership & Innovation Program-**The Early Learning Kindergarten Readiness Partnership & Innovation Program awards grants to recipients across the state, who model innovative strategies for connecting early learning and K-12, and getting children to Kindergarten ready to succeed. The ultimate goal of this fund is to help Oregon create a stronger alignment between its early learning and K-12 education systems, by promoting community and school partnerships and innovations that result in measurable increase in children’s readiness for kindergarten.

• **Healthy Families Oregon-**Healthy Families Oregon is a fully accredited, evidence-based, statewide, home visiting program, shown to reduce child abuse and neglect. It is a Multi-Site System accredited by Healthy Families America (HFA) and also impacts outcomes related to school readiness, child health, wellness and safety, and family self-sufficiency. This program was transferred to the Early Learning Division (ages 0-6) as part of the Governor’s plan to establish a P-20 Education System.

Healthy Families Oregon serves high-risk parents with an intensive home visiting model focusing on children ages 0-3. Families determined to be at high risk for adverse childhood outcomes, through the use of a standardized research-based screening tool, are offered intensive home visiting services. The latest brain development and early learning research is incorporated into services. Visits by highly trained home visitors occur weekly for a minimum of six months, decreasing over three years of services, based on family progress. In some circumstances, services go through age 5.

Healthy Families Oregon is an integral part of a Statewide Home Visiting System Framework, currently under development, that includes Nurse Family Partnership, Early Intervention, Head Start, Early Head Start, and Relief Nurseries, among others. There will be opportunities to improve performance through both the Statewide Home Visiting System and Early Learning Council oversight, such as a review of cost drivers and consideration of a regional approach for delivery of services.

The Healthy Families America model for home visiting has been proven to reduce child abuse and neglect. Children in Healthy Families Oregon experience less maltreatment. The rate of substantiated abuse reports for children, screened/referred or home visited, was two and a half times less than for children not in the program. The rate of child abuse for the high-risk home-visited families was two times less than for children not in the program.

- **Relief Nurseries**-Relief Nurseries are comprehensive therapeutic family support programs, serving children under age six, in families experiencing multiple stresses related to abuse and neglect. This program was transferred to the Early Learning Division (ages 0-6) as part of the Governor's plan to establish a P-20 Education System. Relief Nurseries intervene to keep children safe in their homes, reduce the number of children in foster care, enhance early literacy, and increase school readiness in therapeutic early childhood classrooms and home visits. Children served in this program live in multi-stressed home environments requiring multiple services for the children and family. Children may present with significant developmental and mental health challenges, such as attachment disorders, delay in social/emotional growth and development, speech delays, hyper-vigilance, post-traumatic stress reactions, other developmental delays, and poor nutrition. The Relief Nursery program uses research-based strategies and builds on the strengths of each family.

Relief Nurseries work to stop the cycle of child abuse and neglect through interventions that strengthen parents, build successful and resilient children, and preserve families. Ongoing core services for children under age 6 include therapeutic early childhood classrooms and home visits. Additional services may include counseling for children, parents and families; crisis response for families in urgent need; outreach for isolated families; parent respite, education and support; transportation and basic needs assistance; alcohol and drug recovery support; and mental health screening and assessment.

The families served by the 22 Relief Nurseries are among the highest risk, averaging 16 risk factors associated with child abuse and neglect. In 2008-2010, 98.6% of the children served by Relief Nurseries avoided entry into DHS's child welfare system, thus saving the state millions.

- **Great Start**-Great Start funding provides early childhood services and support, to families with children aged prenatal to 8 years. The intent of the program is to promote healthy physical, social, emotional and cognitive development to ensure children enter school ready to

learn. During the first year of the 2013-15 biennium, the funds are being passed through to counties for strategic investments in programs and initiatives that address early childhood and early learning related issues identified in their local comprehensive plan. During the second year of the biennium, the funds will be passed through the new Early Learning Hubs. This program was transferred to the Early Learning Division as part of the Governor's plan to establish a P-20 Education System.

Local activities may include community/afterschool programming, preschools, parent education and respite, early literacy services/initiatives, child care enhancement, health services and family counseling/support services. Program/service delivery is primarily done through community-based nonprofit providers, but can also include local governmental entities such as school districts and county departments.

- **Family Preservation & Support (Title IV-B2)**-Family Support funding provides community-based services to at-risk families with children aged prenatal to 18 years. The intent of the program is to promote the well-being of children and families by increasing the strength and stability of families (including adoptive, foster, and extended families), increasing parents' confidence and competence in their parenting abilities, ensuring children have a safe, stable and supportive family environment, strengthening parental relationships, and otherwise enhancing child development. This program was transferred to the Early Learning Division as part of the Governor's plan to establish a P-20 Education System.

These Family Support services must be family-focused and targeted to the entire family, not only to the child or other individual family member(s), and must be focused on at-risk families so the services will have an impact on the population who would otherwise require services from DHS.

Community-based nonprofit providers and Tribes are the primary service delivery entities, but programs also include local governmental entities such as school districts and county departments.

- **Race to the Top**-The Race to the Top-Early Learning Challenge (RTT-ELC) grant focuses on improving early learning and development programs for young children, by supporting States' efforts to: (1) increase the number and percentage of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs; (2) design and implement an integrated system of high-quality early learning programs and services; and (3) ensure that any use of assessments conforms with the recommendations of the National Research Council's reports on early childhood. Oregon was awarded this grant based on the ambitious yet achievable plans for implementing coherent, compelling, and comprehensive early learning education reform.

The Federal Funding provided helps to strengthen the state's early childhood system. These funds support the following initiatives in Oregon: Oregon's Kindergarten Assessment, Quality Rating and Improvement System, Health Screenings, Early Learning Hub implementation, Workforce development and training, and family engagement services.

The purpose of the RTT-ELC program is to improve the quality of early learning and development and close the achievement gap for children with high needs. A critical focus of the Obama Administration is supporting America's youngest learners and helping ensure that

children, especially young children with high needs, such as those who are low-income, English learners, and children with disabilities or developmental delays, enter kindergarten ready to succeed in school and in life. A robust body of research demonstrates that high-quality early learning and development programs and services can improve young children's health, social emotional and cognitive outcomes, enhance school readiness, and help close the wide school readiness gap existing between children with high needs and their peers, at the time they enter kindergarten.

The Early Learning Division administration creates and implements policies that affect all 285,700 children aged 0-6.

The targeted group for each Early Learning initiative is listed below:

1. Great Start - Early childhood services and supports, to families with children aged prenatal to 8 years
2. Children Youth & Families - Evidence-based/best practice community prevention and intervention services for youth, ages 0-18 years, and their families
3. Family Support - Community-based services to at-risk families with children aged prenatal to 18 years
4. Early Learning Hubs – Community organizations designed to streamline and integrate services at the community level for children from prenatal through 6 years of age
5. Early Learning Kindergarten Readiness Partnership & Innovation Program – Awards grants to recipients modeling innovative strategies for connecting early learning and K-12, and getting children to Kindergarten ready to succeed

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-500-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Other Funds						
Other Revenues	1,362,571	3,365,123	3,365,123	5,791,995	5,791,995	-
Transfer In Other	1,609,389	-	-	-	-	-
Tsfr From Human Svcs, Dept of	-	9,262,667	9,262,667	4,806,849	4,806,849	-
Tsfr From Oregon Health Authority	-	-	-	3,176,181	3,176,181	-
Total Other Funds	\$2,971,960	\$12,627,790	\$12,627,790	\$13,775,025	\$13,775,025	-
Federal Funds						
Federal Funds	136,629,046	131,546,862	137,702,052	130,600,115	130,600,115	-
Total Federal Funds	\$136,629,046	\$131,546,862	\$137,702,052	\$130,600,115	\$130,600,115	-

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Early Learning Division

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17			
						Agency Request	Governor's Recommended	Legislatively Adopted	
Other Revenues - Misc	Other	975		3,365,123	2,815,910	5,791,995	5,791,995		
Transfer from Human Svcs, Dept of	Other	1100		9,262,667	9,262,667	4,806,849	4,806,849		
Transfer from Oregon Health Authority	Other	1443				3,176,181	3,176,181		
Other Funds Total			-	12,627,790	12,078,577	13,775,025	13,775,025	-	
Child Care Development Funds (OCC)	Federal	995		120,463,751	120,463,751	121,289,996	121,289,996		
Race to the Top	Federal	995		11,083,111	11,083,111	9,310,119	9,310,119		
Federal Funds Total			-	131,546,862	131,546,862	130,600,115	130,600,115	-	
GRAND TOTAL				0	144,174,652	143,625,439	144,375,140	144,375,140	0

EARLY LEARNING GRANTS

Essential Package 022

022 Phase-out Program & One-Time Costs

2015-17 Fiscal Impact

Purpose:

In general, the purpose of the 022 package is to reflect budget adjustments for programs expected to phase-out in the next biennium (e.g., eliminated programs, pilot programs, and other one-time costs).

How Achieved:

This package makes several reductions to the Early Learning Division, as follows:

- (\$81,022) General Fund for CASA funding transferred to Oregon Housing & Community Services;
- (\$725,211) General Fund to phase-out funding for Children, Youth and Families for one year of funding the Commission on Children & Families fund model;
- (\$705,600) General Fund to phase-out funding for Service Continuity Funding for one year of funding the Commission on Children & Families fund model; and,
- (\$11.1 million) Federal Funds limitation to reflect phase-out of federal carryover funds from the Child Care Development Fund transferred to the Department of Human Services for the Employment Related Day Care (ERDC) program;

Phase-out for Commission on Children & Families funding model funds the majority of the phase-in of the Youth Development Division's package 021 for the Youth & Innovation Grant program.

Staffing Impact:

None.

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Special Payments	(\$1,511,833)		(\$11,100,000)	(\$12,611,833)
Total Request	(\$1,511,833)		(\$11,100,000)	(\$12,611,833)

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 022 - Phase-out Pgm & One-time Costs

Cross Reference Name: Early Learning Division
Cross Reference Number: 58100-500-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	(1,511,833)	-	-	-	-	-	(1,511,833)
Federal Funds	-	-	-	(11,100,000)	-	-	(11,100,000)
Total Revenues	(\$1,511,833)	-	-	(\$11,100,000)	-	-	(\$12,611,833)
Special Payments							
Other Special Payments	(1,511,833)	-	-	-	-	-	(1,511,833)
Spc Pmt to Human Svcs, Dept of	-	-	-	(11,100,000)	-	-	(11,100,000)
Total Special Payments	(\$1,511,833)	-	-	(\$11,100,000)	-	-	(\$12,611,833)
Total Expenditures							
Total Expenditures	(1,511,833)	-	-	(11,100,000)	-	-	(12,611,833)
Total Expenditures	(\$1,511,833)	-	-	(\$11,100,000)	-	-	(\$12,611,833)
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

EARLY LEARNING GRANTS

Essential Package 031

031 Standard Inflation & Price List Adjustments

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to fund expenditure increases due to inflation. The approved biennial inflation factor for 2015-17 is 3.0% for all programs except Attorney General Fees, Facilities Rent, and State Government Service Charges. Uniform rent increases by 4.4% with approval of the agency's CFO analyst. The hourly rate for Attorney General costs increase by 19.2%.

How Achieved:

The package funds estimated cost increases due to inflation.

Staffing Impact:

None.

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies				
Capital Outlay				
Special Payments	\$4,788,234	\$322,599	\$3,798,063	\$8,908,896
Total Request	\$4,788,234	\$322,599	\$3,798,063	\$8,908,896

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: Early Learning Division
Cross Reference Number: 58100-500-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	4,788,234	-	-	-	-	-	4,788,234
Federal Funds	-	-	-	3,798,063	-	-	3,798,063
Total Revenues	\$4,788,234	-	-	\$3,798,063	-	-	\$8,586,297

Services & Supplies

Instate Travel	-	-	-	-	-	-	-
Out of State Travel	-	-	-	-	-	-	-
Employee Training	-	-	-	-	-	-	-
Office Expenses	-	-	-	-	-	-	-
Telecommunications	-	-	-	-	-	-	-
Data Processing	-	-	-	-	-	-	-
Publicity and Publications	-	-	-	-	-	-	-
Professional Services	-	-	-	-	-	-	-
IT Professional Services	-	-	-	-	-	-	-
Attorney General	-	-	-	-	-	-	-
Employee Recruitment and Develop	-	-	-	-	-	-	-
Dues and Subscriptions	-	-	-	-	-	-	-
Fuels and Utilities	-	-	-	-	-	-	-
Facilities Maintenance	-	-	-	-	-	-	-
Medical Services and Supplies	-	-	-	-	-	-	-
Agency Program Related S and S	-	-	-	-	-	-	-
Intra-agency Charges	-	-	-	-	-	-	-
Other Services and Supplies	-	-	-	-	-	-	-
Expendable Prop 250 - 5000	-	-	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: Early Learning Division
Cross Reference Number: 58100-500-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Services & Supplies							
IT Expendable Property	-	-	-	-	-	-	-
Total Services & Supplies	-	-	-	-	-	-	-
Capital Outlay							
Technical Equipment	-	-	-	-	-	-	-
Data Processing Software	-	-	-	-	-	-	-
Data Processing Hardware	-	-	-	-	-	-	-
Building Structures	-	-	-	-	-	-	-
Other Capital Outlay	-	-	-	-	-	-	-
Total Capital Outlay	-	-	-	-	-	-	-
Special Payments							
Dist to Counties	-	-	-	-	-	-	-
Dist to Other Gov Unit	-	-	-	83,135	-	-	83,135
Dist to Non-Gov Units	2,771,674	-	29,227	229,229	-	-	3,030,130
Dist to Individuals	-	-	-	7,816	-	-	7,816
Dist to Local School Districts	1,101,843	-	-	51,677	-	-	1,153,520
Dist to Comm College Districts	-	-	16,475	1,900	-	-	18,375
Other Special Payments	878,978	-	276,897	470,703	-	-	1,626,578
Spc Pmt to Human Svcs, Dept of	-	-	-	2,915,242	-	-	2,915,242
Spc Pmt to Oregon Health Authority	35,739	-	-	-	-	-	35,739
Spc Pmt to OR University System	-	-	-	38,361	-	-	38,361

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: Early Learning Division
Cross Reference Number: 58100-500-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Special Payments							
Spc Pmt to Education, Dept of	-	-	-	-	-	-	-
Total Special Payments	\$4,788,234	-	\$322,599	\$3,798,063	-	-	\$8,908,896
Total Expenditures							
Total Expenditures	4,788,234	-	322,599	3,798,063	-	-	8,908,896
Total Expenditures	\$4,788,234	-	\$322,599	\$3,798,063	-	-	\$8,908,896
Ending Balance							
Ending Balance	-	-	(322,599)	-	-	-	(322,599)
Total Ending Balance	-	-	(\$322,599)	-	-	-	(\$322,599)

EARLY LEARNING GRANTS

Package 060 – Technical Adjustments

Problem:

The 2015-17 current service level for the Grant-in-Aid budget included funding from the Network of Quality Teaching and Learning (\$412,000) and Strategic Initiatives funding (\$1,816,920 General Fund) for which the Early Learning Division was responsible.

In addition, an adjustment was made to reduce the transfer out of General Fund to the Oregon Health Authority from the Office of Child Care to reconcile transfer between the two agencies (-\$131,024).

Proposed Solution:

This package provides a technical adjustment to shift the funding from Grant-in-Aid to the Early Learning Division, and correct the transfer of funding to the Oregon Health Authority.

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	\$1,685,896	\$412,000		\$2,097,896
Total Request	<u>\$1,685,896</u>	<u>\$412,000</u>	\$0	<u>\$2,097,896</u>

This package is approved as added in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 060 - Technical Adjustments

Cross Reference Name: Early Learning Division
Cross Reference Number: 58100-500-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	1,685,896	-	-	-	-	-	1,685,896
Other Revenues	-	-	-	-	-	-	-
Total Revenues	\$1,685,896	-	-	-	-	-	\$1,685,896
Special Payments							
Other Special Payments	1,816,920	-	412,000	-	-	-	2,228,920
Spc Pmt to Oregon Health Authority	(131,024)	-	-	-	-	-	(131,024)
Total Special Payments	\$1,685,896	-	\$412,000	-	-	-	\$2,097,896
Total Expenditures							
Total Expenditures	1,685,896	-	412,000	-	-	-	2,097,896
Total Expenditures	\$1,685,896	-	\$412,000	-	-	-	\$2,097,896
Ending Balance							
Ending Balance	-	-	(412,000)	-	-	-	(412,000)
Total Ending Balance	-	-	(\$412,000)	-	-	-	(\$412,000)

EARLY LEARNING GRANTS

Package 152 – Title XX Backfill

Problem:

Due to a reduction in the Title XX Social Services Block Grant (SSBG) funding from sequestration to the Department of Human Services (DHS), revenue transfers to the Department of Education for the Early Learning Division and Youth Development Division have been decreased. The funding provided by DHS for the Youth Development Division's Youth Investment area as well as Early Learning Division's Relief Nurseries is critical to the success of these programs. For YDD, these funds are needed for community-based programs and services aimed at increasing education and career success through the YDD Youth and Community Grant. For ELD, the funds are needed for increasing family stability and improving kindergarten readiness through ELD contracts with Relief Nurseries.

This narrative addresses the Early Learning Division's portion of the request.

Proposed Solution:

The Early Learning Division requests \$320,279 General Fund to cover the projected revenue shortfall from SSBG Title XX sequestration reductions. The backfill will help maintain the same level of services to Relief Nurseries. Relief Nurseries work to stop the cycle of child abuse and neglect through interventions that strengthen parents, build successful and resilient children and preserve families. Ongoing core services for children under age 6 include therapeutic early childhood classrooms and home visits. Additional services may include counseling for children, parents and families; crisis response for families in urgent need; outreach for isolated families; parent respite, education and support; transportation and basic needs assistance; alcohol and drug recovery support; and mental health screening and assessment.

Children served in this program live in multi-stressed home environments requiring multiple services for the children and family. Children may present with significant developmental and mental health challenges, such as attachment disorders, delay in social/emotional growth and development, speech delays, hyper-vigilance, post-traumatic stress reactions, other developmental delays, and poor nutrition.

Currently, every Relief Nursery has a waiting list of children and families wanting to participate in these programs. There are 15 parent and 10 satellite Relief Nurseries operating around the state in local communities. The families served by the Relief Nurseries are among the highest risk, averaging 16 risk factors associated with child abuse and neglect. In 2008-2010, 98.6% of the children served by Relief Nurseries avoided entry into DHS's child welfare system, thus saving the state millions. The impact of this reduction will be a decrease in services. Relief Nurseries are serving 2573 children. At our current cost per child (\$3,905) this cut is the equivalent of cutting approximately 82 children from the program.

List Staff Impact: N/A

Quantifying Results:

For communities to be eligible to apply for Youth Development grant funds, there must be a demonstration the community is providing programs and services for populations that are more significantly low-income, communities of color, ELL, and/or youth with disabilities. To accomplish this, the YDC has established a set of indicators of need and identified minimum thresholds for applications for funding. The outcomes expected of the grant contain several individual and community level measures that specifically address improving disparities for traditionally underserved populations.

Relief Nurseries submit quarterly activity and expenditure reports to the Early Learning Division. Relief Nurseries are expected to work with Early Learning Hubs to coordinate work toward a shared set of outcomes. The three global outcomes are: kindergarten readiness; stable and attached families; and an effective and aligned system. The reporting mechanism as well as work coordinated with Early Learning Hubs will document the children served, number of families impacted and the follow-up and monitoring vital to the success of this program.

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	\$320,279	(\$320,279)		\$0
Total Request	\$320,279	(\$320,279)	\$0	\$0

This package is approved in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 152 - Title XX Backfill

Cross Reference Name: Early Learning Division
Cross Reference Number: 58100-500-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	320,279	-	-	-	-	-	320,279
Total Revenues	\$320,279	-	-	-	-	-	\$320,279
Special Payments							
Other Special Payments	320,279	-	(320,279)	-	-	-	-
Total Special Payments	\$320,279	-	(\$320,279)	-	-	-	-
Total Expenditures							
Total Expenditures	320,279	-	(320,279)	-	-	-	-
Total Expenditures	\$320,279	-	(\$320,279)	-	-	-	-
Ending Balance							
Ending Balance	-	-	320,279	-	-	-	320,279
Total Ending Balance	-	-	\$320,279	-	-	-	\$320,279

EARLY LEARNING GRANTS

Package 200 – Quality Assurance & Improvement

Problem:

Oregon’s aspirational goal for the Early Learning System is all children get the best early learning care and education possible and receive high-quality child care services in any type of early learning program. This includes programs that are regulated through the Office of Child Care (formal care), those exempt from being licensed (*i.e.*, school-based child care), and informal child care provided by parents, family members, and friends. Because of differences in the types of care environments, the strategies to increase the quality of care will also vary.

For formal care programs, the Early Learning Division (ELD) measures quality through the Quality Rating and Improvement System (QRIS). This system is designed to raise both the quality and consistency of early learning programs and provide consumer education about the system to parents. The Early Learning Hubs, Oregon’s new early learning service delivery system, are accountable for getting early childhood programs in their communities rated on the QRIS and to show an increase in quality in their programs. Supports and strategies include: maintenance of health and safety standards through consistent regulation, progressing to increased early learning program standards, program and practitioner technical assistance supports, financial incentives, quality rating levels and monitoring, tiered subsidies for very low-income families and professional development for the childhood care and education workforce.

Providing professional development opportunities for all providers (formal and informal) is a research-based strategy to produce a high-quality care and education workforce. To increase the knowledge and skill levels of this workforce, the ELD needs additional supports to incentivize more providers to achieve a two- or four-year degree in early childhood development. This workforce strategy dovetails with the Governor’s 40-40-20 initiative. For families using informal child care who are receiving subsidies through the Employment Related Day Care (ERDC) Program, the Early Learning Division will require additional training and subsequent monitoring to increase the quality of care being provided. *With the increased monitoring and training of informal care environments and increasing participation in the QRIS, the Office of Child Care needs additional resources to assist with the increased workload.*

Proposed Solution:

This policy option package focuses on building a strong, high-quality system where early learning programs help prepare children for the transition into Kindergarten. Access to quality early learning environments provides the foundation for success in the first three grades. A child ready for Kindergarten is far more likely to read at grade level in third grade and requires less intensive remediation in both early and later grades. The package comprises \$1.95 million in special payments (grants) and \$3,562,178 for staffing and related services and supplies (in Operations) for a total request of \$5,512,178.

OPERATIONS:

Early Learning Division Leadership:

\$521,263 General Fund / \$2,340,915 Federal Funds

During the first several years of building the infrastructure for the new Early Learning System in Oregon, the ELD has been using federal Race to the Top-Early Learning Challenge (RTT-ELC) grant funding. This grant will expire during the 2015-17 biennium. This is a system-building grant, not a direct service grant. It will be critical to systematize and institutionalize the changes that have been made possible by this investment in Oregon's policy direction. The loss of this grant ought not affect our ability to deliver on this agenda. The ELD requests \$2.3 million in Federal Funds expenditure limitation for 16 RTT-ELC limited staff through December 31, 2016 and \$400,000 in General Fund to keep six (6) of the 16 RTT-ELC staff to maintain the system as permanent full-time positions, including an Office Manager/Executive Assistant, Director of Programs & Policy, Fiscal Policy Analyst, Communications Director, Age 3 to Grade 3 Alignment Specialist and Hub Manager. The ELD also requests a Chief of Staff and QRIS Specialist to maintain the growing and evolving Early Learning System. These eight (8) positions would become permanent full-time General Fund positions in 2017-19. (\$476,078 GF 2015-17; \$2,786,033 GF 2017-19)

Equity:

\$200,000 General Fund / \$500,000 Federal Funds

The ELD is committed to equity for all children and families. Every early learner, regardless of circumstances, should receive high-quality early learning opportunities. The targeted investment to increase the pool of quality early learning settings- that are culturally specific and appropriate- in communities of color and communities of poverty, mapped to school catchment areas, will be the most specific strategy connected to the Equity Lens. The ELD is requesting \$700,000 in additional funds to provide on-going training, support and interpretive services or translations for families that speak a different language other than the five standard languages for which the ELD now provides assistance.

SPECIAL PAYMENTS (GRANTS):

Supporting the workforce:

\$1,750,000 Other Funds

One of the ELD goals is to help the Oregon Education Investment Board (OEIB) reach the Governor's 40-40-20 goal by increasing professional development opportunities for providers to get a two- or four-year degree focusing on early childhood development. A highly skilled early learning workforce will raise the quality of care and education provided to our most at-risk children to ensure that 100 percent of Oregon's early learners reach Kindergarten ready to learn and be on track to read at grade level in the third grade. The ELD plans to reach these goals through \$1.75 million in professional development scholarships and supports using the Child Care Contribution Tax Credit funds.

- The Child Care Contribution Tax Credit is scheduled to sunset on December 31, 2015. If this were to happen, the ELD would lose needed community funding that helps provide quality supports and incentives to programs trying to increase their quality environments and educational opportunities.
- The Child Care Contribution Tax Credit currently has a cap of \$500,000 per year. If the cap was increased, we could use these additional community funds to sustain focused quality funding on the most at-risk populations.
- A legislative concept has been submitted to have the sunset extended and the cap increased to \$2.5 million per year.

Health and Safety Quality Assurance:

\$200,000 Federal Funds

For the safety of the children in child care, the QRIS foundation and soon-to-be-enacted federal rules require licensed providers and providers receiving an ERDC subsidy to have an annual criminal background check performed by the Office of Child Care. Due to the increase in caseload from the additional informal care sites requiring background checks and the added Head Start sites, as well as from the increasing participation in the QRIS, background checks processing times have significantly increased and are impacting the ability of child care facilities to conduct business. Therefore, the ELD requests \$200,000 in additional funding to contract with the Department of Human Services to provide the informal care background checks, reducing the workload on the OCC staff. The OCC staff can then focus solely on the formal care background checks.

List Staff Impact: This proposal requests the following in SCR 100 – Operations:

Extend limited-duration positions for ongoing workload (established in 2013-15) using Race To The Top Funding:

- Position 1715001, C1118, Research Analyst 4, LP (limited duration, part-time), 18 months, 0.38 FTE. This was approved in 2013-15 as position 1515081.
- Position 1715002, C2301, Education Program Specialist 2, LP (limited duration, part-time), 18 months, 0.75 FTE. This was approved in 2013-15 as position 1515079.
- Position 1715003, C0863, Program Analyst 4, LP (limited duration, full-time), 18 months, 0.75 FTE. This was approved in 2013-15 as position 1515076.
- Position 1715004, C0863, Program Analyst 4, LP (limited duration, full -time), 18 months, 0.75 FTE. Approved in 2013-15 as position 1515077.
- Position 1715005, C0872, Operations & Policy Analyst 3, LP (limited duration, full -time), 18 months, 0.75 FTE. This was approved in 2013-15 as position 15150709.
- Position 1715006, C0856, Project Manager 3, LP (limited duration, full -time), 18 months, 0.75 FTE. This was approved in 2013-15 as position 1579707.
- Position 1715007, C1487, Information Systems Specialist 8, LP (limited duration, full -time), 18 months, 0.75 FTE. This was approved in 2013-15 as position 1579705.
- Position 1715008, ISS6, Information Systems Specialist 6, LP (limited duration, full -time), 18 months, 0.75 FTE. This was approved in 2013-15 as position 1579706.
- Position 1715009, C1488, Information Systems Specialist 8, LP (limited duration, full -time), 18 months, 0.75 FTE. This was approved in 2013-15 as position 1579708.
- Position 1715010, C2511, Electronic Publishing Design Spec 2, LP (limited duration, full -time), 18 months, 0.75 FTE. This was approved in 2013-15 as position 1515078.

OREGON DEPARTMENT OF EDUCATION

Establish for ongoing workload (established as limited-duration during 2013-15 biennium) using 18 months Race To The Top federal grant and 6 months of General Fund. For 2017-19 biennium, positions would be funded solely with General Fund.

- Position 1715013, Z7010 Principal Executive Manager F, PF (permanent, full-time), 24 months, 1.00 FTE. This was approved in 2013-15 as position 1579701.
- Position 1715014, C0873, Operations & Policy Analyst 4, PF (permanent, full-time), 24 months, 1.00 FTE. This was approved in 2013-15 as position 1579703.
- Position 1715016, X0866, Public Affairs Specialist 3, PF (permanent, full-time), 24 months, 1.00 FTE. This was approved in 2013-15 as position 1515075.
- Position 1715017, C0863, Program Analyst 4, PF (permanent, full-time), 24 months, 1.00 FTE. This was approved in 2013-15 as position 1515080.

Establish new position for ongoing workload, 100 percent federal funds (Race To The Top and CCDF):

- Position 1715011 C0872, Operations & Policy Analyst 3, PF (permanent, full-time), 24 months, 1.00 FTE.

Establish for ongoing workload and to maintain the growing and evolving Early Learning System, using 18 months Race To The Top federal grant and 6 months of General Fund. For 17-19 biennium, position would be funded solely with General Fund.

- Position 1715015, Z0119, Executive Support Specialist 2, PF (permanent, full-time), 24 months, 1.00 FTE.

Establish new position to maintain the growing and evolving Early Learning System, 100 percent General Fund:

- Position 1715012, X7010, Principal Executive Manager F, PF (permanent, full-time), 24 months, 1.00 FTE.

Positions: 17

FTE: 14.13

Quantifying Results:

Early Learning Hubs are specifically designed to improve outcomes for at-risk children from birth through age six. Specifically, Hubs are responsible for increasing kindergarten readiness, increasing family stability, and building a more coordinated and effective system. The following metrics are used:

Kindergarten readiness:

- Improved performance on the kindergarten assessment (within 2 years)
 - 10 percent increase in the number of star rated quality early learning and care providers in the Hub coverage area (within 1 year)
- Family stability:
- 15 percent increase in the number of children who receive a developmental screen prior to age three (within 2 years)
 - 5 percent decrease in child abuse and neglect as measured by reduction in the number of children entering the foster care system, decreasing the number of children who return to the foster care system multiple times and increasing the number of children who are able to receive services safely at home (strengthening and reunifying families) (2-5 years)

OREGON DEPARTMENT OF EDUCATION

System coordination:

- Establishing shared referral practices, policies and procedures across health, human services, early learning and K-12 as evidenced by data sharing agreements and protocols, common/pooled waiting lists and an increased number of children on waiting lists receiving some service or touch point. (2-5 years)
- 15 percent increase in the number of completed referrals. (within 1 year)
- Providing professional development incentives for the early learning workforce
- Increase the number of individuals in the early learning workforce receiving credentials by 10 percent (within 2 years)

Revenue Source:

Note: Package 200 affects two areas of the budget (Early Learning Operations and Grants). For ease of reading, the narrative describes the entire package and appears in both the Operations and Grants sections of the budget document. However, this “Revenue Section” mirrors what is entered into the Oregon Budget Information Tracking System (ORBITS) by SCR. These are the revenue numbers for SCR 500 – Early Learning Grants:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments		\$1,750,000	\$200,000	\$1,950,000
Total Request	\$0	\$1,750,000	\$200,000	\$1,950,000

This package is approved in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 200 - EL Quality Assurance & Improvement

Cross Reference Name: Early Learning Division
Cross Reference Number: 58100-500-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
Other Revenues	-	-	1,750,000	-	-	-	1,750,000
Federal Funds	-	-	-	200,000	-	-	200,000
Total Revenues	-	-	\$1,750,000	\$200,000	-	-	\$1,950,000
Special Payments							
Other Special Payments	-	-	1,750,000	1,382,251	-	-	3,132,251
Spc Pmt to Human Svcs, Dept of	-	-	-	(1,182,251)	-	-	(1,182,251)
Total Special Payments	-	-	\$1,750,000	\$200,000	-	-	\$1,950,000
Total Expenditures							
Total Expenditures	-	-	1,750,000	200,000	-	-	1,950,000
Total Expenditures	-	-	\$1,750,000	\$200,000	-	-	\$1,950,000
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

EARLY LEARNING GRANTS

Package 203 – Birth to Three

Problem:

An abundance of scientific evidence demonstrates critical aspects of brain development are shaped by experience before birth and through the earliest years. Social and emotional development is highly sensitive to early childhood environments ranging from the importance of the parent-child attachment to the quality of early learning programs. Evidence has shown a variety of interventions can support the social and emotional health of the child - from broad health promotion to targeted intervention when needed. The foundations of early social and emotional health through evidence-based and promising practices will help achieve the goals of the Early Learning Council and the Oregon Education Investment Board. Accurate assessment of risk factors is critical.

Oregon has adopted the ages and stages questionnaire (ASQ) as their recommended developmental screening assessment tool. (<http://agesandstages.com/>) The ASQ is a tool to identify the risk of developmental delay or disability. Substantial evidence exists showing that early identification of risk or delay and connection to the right resources improves outcomes. However, we do not want the ASQ to stand alone, or children will be over-identified (and misidentified) as developmentally delayed; and a larger set of social risk factors – poverty, exposure toxic stress, violence, parental/caregiver substance abuse – that require specific identification and effective response tailored to those risks also needs to be addressed early in life.

The ELD's strategy to begin to address these risk factors will require reallocation and better coordination of existing funds that support Oregon's home visiting programs and current strategies to implement developmental screening and family risk screening. Additionally, this work may require additional funds to allow Early Learning Hubs (Oregon's new system for the coordination of early childhood services and programs across multiple sectors toward a shared set of outcomes) to innovate locally in order to address challenges related to family stability. A key part of this strategy includes building strong partnerships and coordination with the Oregon Health Authority, Coordinated Care Organizations and the Department of Human Services to allow Hubs to support and invest in evidence-based/informed programs that support strong social and emotional development for at-risk infants and toddlers, as well as their families.

Proposed Solution:

This policy option package focuses on building capacity for infant social and emotional development and building a better coordinated system of home visiting in Oregon, in culturally relevant ways. The package comprises \$4.0 million in special payments (grants) and \$950,000 for contracted services (in Operations) for a total request of \$4.95 million.

OPERATIONS:

- **Early screening & identification:** **\$200,000 General Fund**
 - Early screening during the prenatal and early childhood periods helps identify risks to social and emotional development and connect families to resources that can help mitigate the effects. Moreover, this allows for more customized, targeted, and efficient delivery of services and supports.
 - The ELD will provide funding for online developmental screening capacity and for leveraging opportunities for building social and emotional developmental screening capacity.
 - ELD is requesting \$200,000 for the biennium to support this work and to leverage the federal investment made in universal developmental screening through our Race to the Top Early Learning Challenge grant.

- **Aligning home visiting:** **\$750,000 General Fund**
 - Home visiting is an important model for supporting the social and emotional development of young children. Oregon has a variety of home visiting programs that span education, early learning, and health and human services. Working across our health and early learning systems are critical for the success of a coordinated system. An early learning and child health team has been strategically developed to support this important cross-agency work. ELD is requesting \$500,000 for the biennium to implement this work.
 - The ELD will hire a specialized contractor to support the coordination of the home visiting system. The contractor will work jointly between the early learning and health team to help implement the home visiting alignment. ELD is requesting \$250,000 for the biennium to support this work.

SPECIAL PAYMENTS (GRANTS):

- **Stable & attached families:** **\$4,000,000 General Fund**
 - Expanding the capacity of local communities to support the social and emotional development of young children in culturally relevant ways will contribute to Early Learning Hub goals through an infant/toddler innovation fund to invest in evidence-based or informed practices shown to increase family stability. ELD is requesting \$4,000,000 (\$250,000 per Early Learning Hub) for the biennium to use toward this purpose.

- **Equity:**
 - Identifying risk appropriately and as early as possible provides the opportunity to meet the family where they are with the supports and services that are most appropriate and culturally specific.
 - We know children of color are disproportionately represented in child welfare systems, for example. Assessing risk early, and providing supports, will keep families stable and supported and avoid child entry into the child welfare system. This is also true with special education and, more broadly, disciplinary issues in the K-12 system.
 - Assessing risk and addressing those factors, such as Adverse Childhood Experiences, will position children to be more successful in school.

- Capacity building in local communities will focus on evidence-based and diverse strategies that achieve results for target populations in culturally relevant ways.

- **Targeted Preschool Strategies**

\$30,000,000 General Fund

- Oregon’s plan for expanding access to high-quality preschool programs for eligible children has been guided by the belief that the State has a responsibility to overcome historical barriers to accessing high-quality early learning programs for underserved racial and ethnic populations in our State. The grant process required the up-front selection of implementation partners. In that context, the four selected partner Hubs are Blue Mountain Early Learning Hub, Early Learning Multnomah, Lane Early Learning Alliance, and Southern Oregon Early Learning Services Hub.
-
- Funding flows to Early Learning Hubs to coordinate the expansion of high-quality preschool programs.
- Eligible children and families will be served through a mixed delivery system that includes early learning programs that are licensed child care, Head Starts, school-based preschools and community-based organizations.
- Oregon’s Quality Rating and Improvement System (QRIS) will be used to measure and improve quality.

List Staff Impact: N/A

Quantifying Results:

Expanding the capacity of local communities to support the social and emotional development of young children in culturally relevant ways will contribute to Early Learning Hub goals.

- Measures of improvement will include:
 - Local and state coordination of home visiting between the Early Learning Division, Oregon Health Authority and Department of Human Services (all of which run individual home visiting programs) as evidenced by written agreements, partnerships and blending/braiding of funding (within one year)
 - Statewide adoption by the Early Learning Council and Healthy Policy Board of family well-being screening tool (within one year)
 - Identify baseline for number of families screened and connected to resources (within two years)
 - Number of local resources for supporting social and emotional development increased (within two years)
 - Improvement in statewide kindergarten assessment scores by 10 percent in the Child Behavior Rating Scale (“Approaches to Learning”) component (three to five years)

Revenue Source:

Note: Package 203 affects two areas of the budget (Early Learning Operations and Grants). For ease of reading, the narrative describes the entire package and appears in both the Operations and Grants sections of the budget document. However, this “Revenue Section” mirrors

OREGON DEPARTMENT OF EDUCATION

what is entered into the Oregon Budget Information Tracking System (ORBITS) by SCR.) These are the revenue numbers for SCR 500 – Early Learning Grants:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	\$34,000,000			\$34,000,000
Total Request	\$34,000,000	\$0	\$0	\$34,000,000

This package is approved as modified in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 203 - Birth to Three Years

Cross Reference Name: Early Learning Division
Cross Reference Number: 58100-500-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	34,000,000	-	-	-	-	-	34,000,000
Total Revenues	\$34,000,000	-	-	-	-	-	\$34,000,000
Special Payments							
Other Special Payments	34,000,000	-	-	-	-	-	34,000,000
Total Special Payments	\$34,000,000	-	-	-	-	-	\$34,000,000
Total Expenditures							
Total Expenditures	34,000,000	-	-	-	-	-	34,000,000
Total Expenditures	\$34,000,000	-	-	-	-	-	\$34,000,000
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

DEPARTMENT OPERATIONS (EARLY LEARNING)

Package 204 – Early Years to Early Grades

Problem:

The early years in a child's life, when the human brain is forming, represent a critically important window of opportunity to make significant investments in early childhood education, care, and development. Economists and scientists agree the years before kindergarten are the most formative and impactful to later outcomes, such as 3rd grade reading and high school graduation. During President Obama's State of the Union address in January 2014, the President said the foundations of opportunity begin at birth and grow rapidly during the early years of life.

As a State, we need to invest early and provide all of our children with high-quality early learning experiences to ensure they are ready for school at kindergarten entry. There is a deep evidence base indicating children who grow up in language rich environments develop a strong foundation for literacy, entering kindergarten ready to learn to read, setting them on a path for 3rd grade reading success. In Oregon, we are working to build an early learning system that works across traditional silos – like health, human services, early learning and K-12 – meeting children and families where they are at and providing them supports to successfully prepare for school. In a state where half of our children are born on Medicaid and 40 percent of our children never show up in a “formal” early learning environment before kindergarten, we know we need a mixed-delivery investment strategy that drives resources and supports for both literacy and strong kindergarten transitions to families through a range of practitioners - including early childhood experts, practitioners in early care and education, primary health care, early intervention, child welfare and mental health.

Proposed Solution:

This policy option package focuses on the early years (ages 3 through kindergarten entry) of childhood by providing all of our children with high-quality early learning experiences and all children the optimum transition from early learning programs to kindergarten and the K-12 system. The package comprises \$1,279,395 for professional services as well as staffing (in Operations) and \$8.6 million in special payments (grants) for a total request of \$9,879,395.

OPERATIONS:

Early Learning Operations

\$280,305 General Fund / \$637,229 Federal Funds

During the first several years of building the infrastructure for the new Early Learning System in Oregon, the ELD has been using federal Race to the Top-Early Learning Challenge (RTT-ELC) grant funding. This grant will expire during the 2015-17 biennium. This is a system building grant, not a direct service grant. It will be critical to systematize and institutionalize the changes that have been made possible by this investment in Oregon's policy direction. The loss of this grant ought not affect our ability to deliver on this agenda. The ELD requests \$211,489 million in Federal Funds expenditure limitation for one (1) RTT-ELC staff through December 31, 2016 and \$67,906 in General

Fund to keep the one (1) RTT-ELC staff to maintain the system as permanent full-time position. This position would become permanent full-time General Fund positions in 2017-19 (\$279,395 GF 2017-19).

Supporting transitions from early childhood into kindergarten \$5,000,000 General Fund

- The Hubs will use the Kindergarten Partnership and Innovation Fund to provide strategic investments to families and providers in their communities for activities that support the transition into kindergarten for children and their families. We are requesting \$5,000,000 for the biennium (\$500,000 per Hub for the biennium) for this work.
- Additionally, the Hubs will coordinate evidence-based and/or promising practice programs that support collaboration and shared professional development between Early Childhood Education providers and kindergarten teachers as children transition from early learning and development programs to kindergarten. We are requesting \$1,000,000 for the biennium for this purpose.

Supporting Investment in number of Oregon Pre-Kindergarten (OPK) Slots Available \$4,000,000 General Fund

- During the 2013-15 biennium, the Early Learning Division received expansion funding to increase the amount of OPK slots and the cost per slot. To maintain the additional 390 OPK slots funded during the second year of the 13-15 biennium, we are requesting \$4,000,000 for the 15-17 biennium for this purpose

Supporting Investment in number of Early Head Start Slots Available \$4,100,000 General Fund

- The Governor’s budget increases support to the Early Head Start program by \$4.1 million, or funding to support about 170 slots. Currently the state funds 64 enrollment slots per year for an average of \$12,032 per slot. Oregon serves (with state and federal funds) less than 6% of the families and children eligible for services.

Support for expansion of Early Intervention/Early Childhood Special Education (EI/ECSE) \$15,000,000 General Fund

- The Governor’s budget includes \$15 million to support expansion of the EI/ECSE programs. *A technical adjustment will be requested to shift this funding to the Grant-in-Aid budget (SCR 300) to align with the remainder of program funding.*

Office of Child Care, Quality Child Care \$5,429,313 GF GIA

- The investment in early care and education programs and caregivers will: Increase the number of licensed child care providers serving low-income communities and the number of licensed providers from communities of color accessing the Quality Rating and Improvement System by offering targeted supports and coaching for providers from these communities. Promote the professional development of family child care providers by increasing the number of Focused Family Child Care Networks, with an emphasis on culturally specific networks. Network participants have access to customized child care resources and professional development, and work with each other to improve care to the children and families with whom they work. Child Care Networks also help these home-based providers develop business practices.

Supporting Mixed Delivery Pre-School

\$29,800,000 General Fund

- This mixed-delivery preschool model will serve children up to 200% of the federal poverty level. This investment in mixed-delivery pre-school will: 1) Through collaboration between private child care providers that meet learning and development standards, public preschools (including Head Start/OPK), elementary schools, and community based organizations, expand preschool access for low-income families; and 2) By providing this funding through the Hubs, give communities the ability to build the capacity and supply of local providers and align focus on each Hub’s target underserved populations. Oregon Prekindergarten programs serve fewer than sixty percent of eligible children and there are waitlists across the state

Evidence of Improvement:

National studies of Head Start have shown “fade out”; that is children who had the benefit of Head Start and arrived at Kindergarten at or above grade level in their school readiness eventually lose those gains within the K-3 environments. A focus on early learning without a focus on sustaining those gains will not serve children well.

Investments will be made using the evidence and promising practices covered in the following frameworks:

Evidence for early literacy:

- National Governors Association: A Governor’s Guide to Early Literacy: Getting all students reading by third grade. (<http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1310NGAEarlyLiteracyReportWeb.pdf>)
 - This guide states that to promote reading proficiency by the third grade there are three major and widely embraced results of educational research: 1) starting at Kindergarten is too late; 2) reading proficiency requires three sets of interrelated skills and knowledge that are taught and cultivated over time; and 3) parents, primary caregivers, and teachers have the most influence on children’s language and literacy development.
- The Anne E. Casey Campaign for Grade Level Reading <http://www.aecf.org/work/education/grade-level-reading>. Half of the school achievement gap between rich and poor kids starts before kindergarten.

Evidence for strong transition practices:

- Ready for Success: Creating Collaborative and Thoughtful Transitions into Kindergarten (<http://www.hfrp.org/publications-resources/browse-our-publications/ready-for-success-creating-collaborative-and-thoughtful-transitions-into-kindergarten>)
 - The brief highlights promising practices in six states – New Jersey, Georgia, Maryland, Minnesota, Virginia, and California – where local- and state-level leadership support a variety of initiatives to ensure successful transitions into kindergarten.

Framework for Planning, Implementing, and Evaluating PreK – 3rd Grade Approaches (https://depts.washington.edu/pthru3/PreK-3rd_Framework_Legal%20paper.pdf)

OREGON DEPARTMENT OF EDUCATION

- This framework is intended to be referenced and used over an extended period of time for reflection, self-evaluation, and improvement of PreK-third grade efforts.

Impacts on other stakeholders:

Continued improvement in the integration and partnership between the Early Learning educator/provider community and the K-12 community

List Staff Impact:

✓ Establish permanent position for ongoing workload using 18 months Race To The Top federal grant and 6 months of General Fund. For 2017-19 biennium, position would be funded solely with General Fund.	
Position 1715018	C2301 Education Program Specialist 2, PF (permanent, full-time), 24 months, 1.00 FTE
Position 1715050	C2301 Education Program Specialist 2, PF (permanent, full-time), 24 months, 1.00 FTE
Position 1715051	C2301 Education Program Specialist 2, PF (permanent, full-time), 24 months, 1.00 FTE
Position 1715052	C2301 Education Program Specialist 2, PF (permanent, full-time), 24 months, 1.00 FTE
Position 1715053	C2301 Education Program Specialist 2, PF (permanent, full-time), 24 months, 1.00 FTE

Position: 5
 FTE: 5.00

Quantifying Results:

The overarching long-term goal for early learners is to provide them with the most opportunities to help them be ready to succeed when entering Kindergarten. Early Learning Hubs are designed to engage communities in improving outcomes for at-risk children from birth through age six and being accountable for those outcomes. The core responsibilities of Hubs are increasing kindergarten readiness, increasing family stability, and building a more coordinated and effective system. This will be measured by the improvements shown over time in the Oregon Kindergarten Assessment, the reduction in achievement gaps, and the increase in 3rd grade reading proficiency. To reach these goals there are a series of short and intermediate goals that also need to be reached.

Early Learning Hub accountability metrics:

- **Kindergarten readiness:**
 - Establish baseline to compare improved performance on the kindergarten assessment (within 2 years)
 - Increase the number of star-rated quality early learning and care providers in the Hub coverage area by 10 percent (within 1 year)
- **Family stability:**

OREGON DEPARTMENT OF EDUCATION

- Increase the number of children who receive a developmental and risk screen prior to age three by 15 percent (within 2 years)
- Decrease child abuse and neglect (as measured by reduction in the number of children entering the foster care system) by 5 percent, decreasing the number of children who return to the foster care system multiple times and increasing the number of children who are able to receive services safely at home (strengthening and reunifying families) (2-5 years)
- **System coordination:**
 - Establish shared referral practices, policies and procedures across health, human services, early learning and K-12 as evidenced by data sharing agreements and protocols, common/pooled waiting lists and an increased number of children on waiting lists receiving some service or touch point (2-5 years)
 - Increase number of completed referrals (within 1 year)

Revenue Source:

Note: Package 204 affects two areas of the budget (Early Learning Operations and Grants). For ease of reading, the narrative describes the entire package and appears in both the Operations and Grants sections of the budget document. However, this “Revenue Section” mirrors what is entered into the Oregon Budget Information Tracking System (ORBITS) by SCR. These are the revenue numbers for SCR 500 – Early Learning Grants:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	\$63,329,313			\$63,329,313
Total Request	\$63,329,313	\$0	\$0	\$63,329,313

This package is approved as modified in the Governor’s Recommended Budget.

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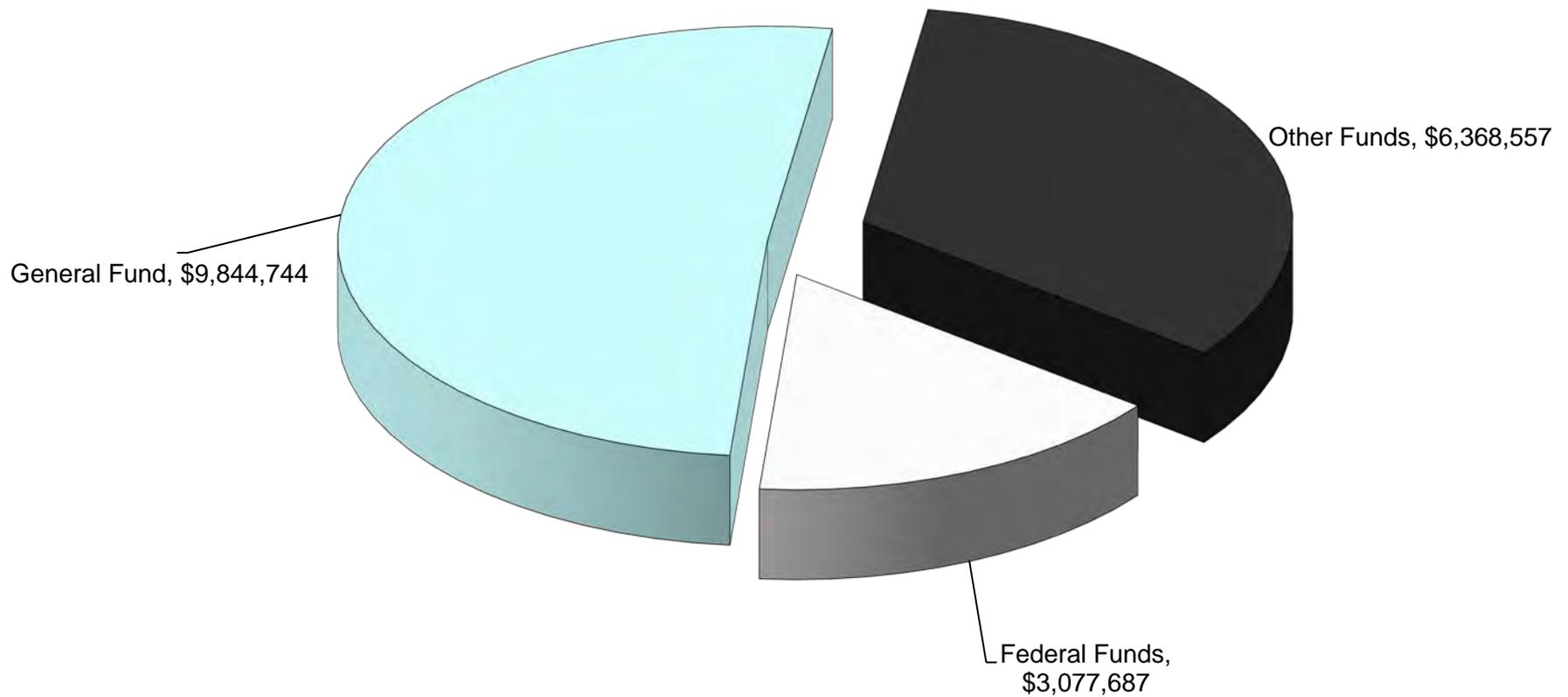
ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 204 - Early Years to Early Grades

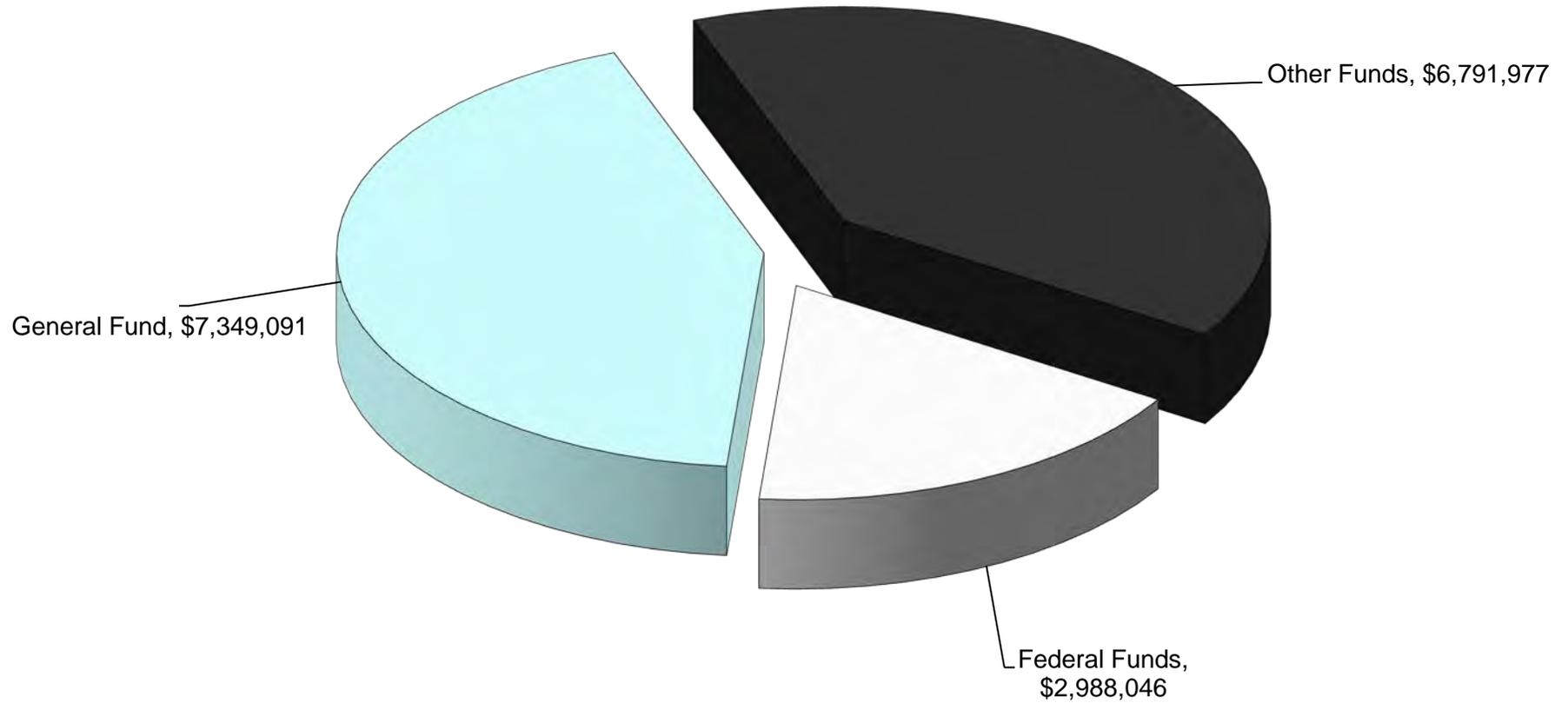
Cross Reference Name: Early Learning Division
Cross Reference Number: 58100-500-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	63,329,313	-	-	-	-	-	63,329,313
Total Revenues	\$63,329,313	-	-	-	-	-	\$63,329,313
Special Payments							
Dist to Local School Districts	1,600,000	-	-	-	-	-	1,600,000
Other Special Payments	61,729,313	-	-	-	-	-	61,729,313
Total Special Payments	\$63,329,313	-	-	-	-	-	\$63,329,313
Total Expenditures							
Total Expenditures	63,329,313	-	-	-	-	-	63,329,313
Total Expenditures	\$63,329,313	-	-	-	-	-	\$63,329,313
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

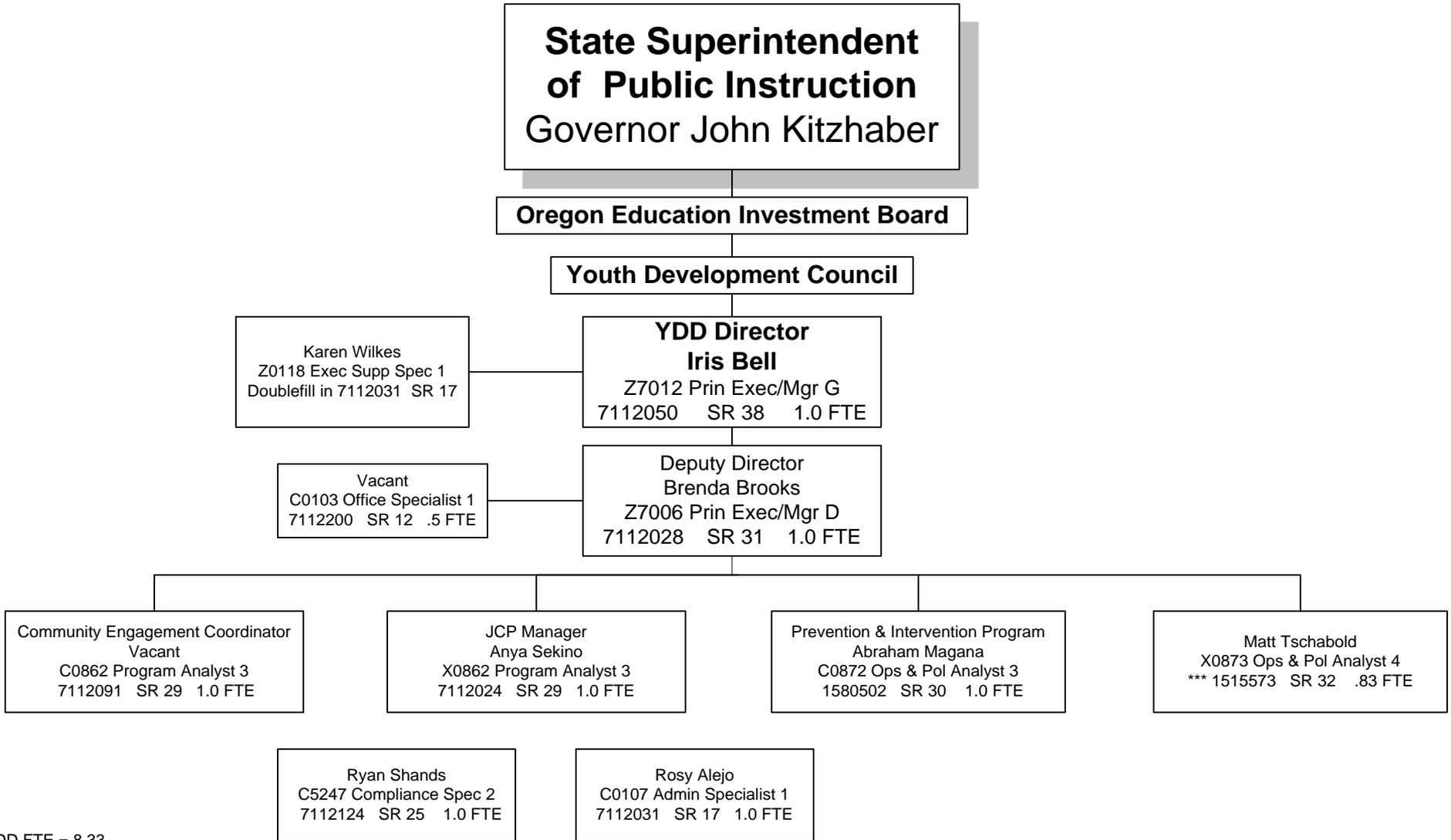
YOUTH DEVELOPMENT GRANTS
2015-17 Governor's Recommended Budget
\$19.29 Million All Funds
(by fund source)



YOUTH DEVELOPMENT GRANTS
2013-15 Legislatively Approved Budget
\$17.13 Million All Funds
(by fund source)

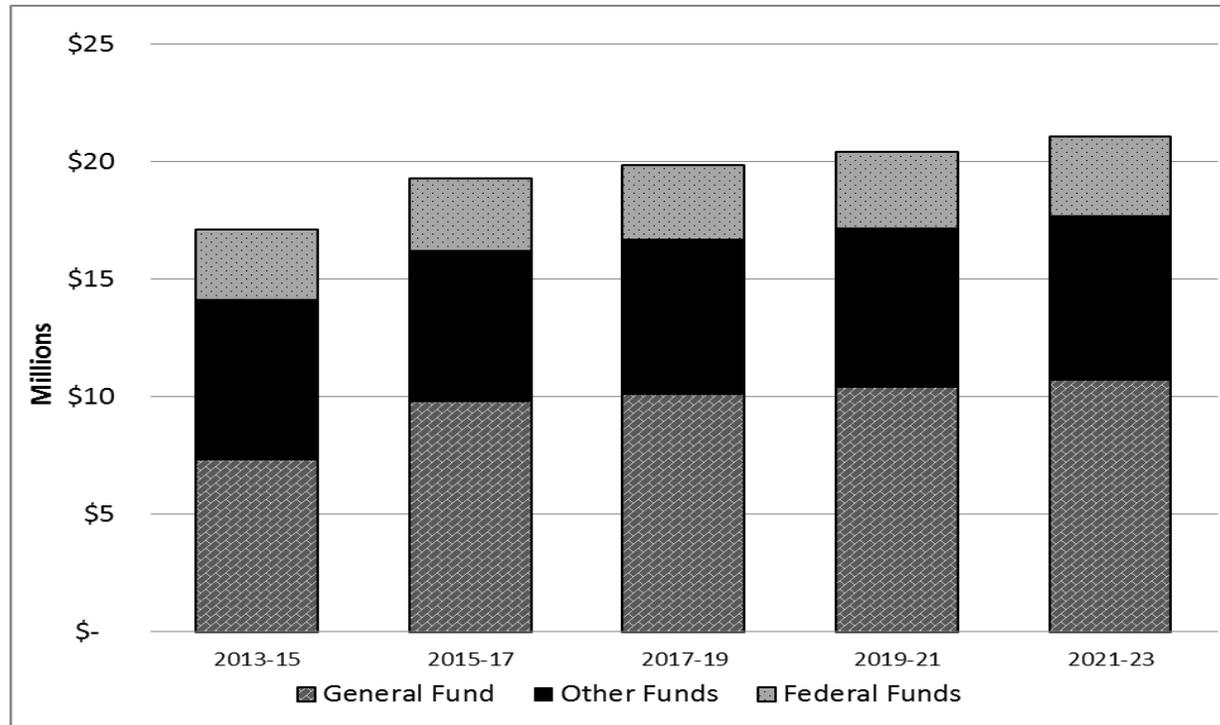


OREGON DEPARTMENT OF EDUCATION
Youth Development Division



YDD FTE = 8.33

YOUTH DEVELOPMENT GRANTS



The Oregon Youth Development Council was created through a series of gubernatorial policy directions and legislative bills as a part of recent education reform and restructure efforts that began in earnest in December of 2010. Senate Bill 909 of the 2011 Legislative Session, House Bill 4165 of the 2012 Legislative Session, and House Bill 3231 of the 2013 Legislative Session established and developed the Council as a part of a new Oregon Education System, all under the vision and direction of the Oregon Education Investment Board (OEIB). House Bill 3231 also created the Youth Development Division (YDD) to support the Council, to be housed within the Oregon Department of Education.

The Oregon Education Investment Board began its work with an audacious goal, that by 2025 Oregon would ensure that 40 percent of adults would have earned a bachelor’s degree or higher, that 40 percent would have earned an associate’s degree or post-secondary credential, and that the remaining 20 percent or less would have earned a high school diploma or its equivalent. To meet this goal, the OEIB established three key strategies – first, to create a coordinated public education system; second, to focus state investment on achieving student outcomes; and third, to build statewide support systems.

Subsequent to the development of the OEIB, the Oregon Early Learning Council was created as a part of the re-envisioned education system. The Early Learning Council was handed the task of developing an early childhood system that ensured all Oregon children would meet the early benchmark of kindergarten readiness. The central idea was that as children found themselves on the path to kindergarten readiness and entered the Oregon K-12 education system, they would find themselves on a strong foundation for success. Despite the positive educational outcomes expected from the development of a statewide early learning system, and aligning that system with the school system, there was an understanding that there are and always would be youth who encounter various forms of adversity in their lives. This adversity would be at times so significant, it would create real and detrimental barriers to education and workforce success. To meet these challenges, the legislature created the Youth Development Council (YDC) in 2012.

The Youth Development Council was tasked with supporting the Oregon Education Investment Board and the overall education system by developing state policy and administering funding for supporting community-based youth development programs, services, and initiatives. Specifically, the Youth Development Council was to be responsible for looking at those youth who were encountering barriers to school and career success.

The Youth Development Council is an integral part of the Governor's plan to establish a P-20 Education System. The Youth Development Council provides services and supports to school-age children through youth 20 years of age in a manner that supports academic success, reduces criminal involvement and is integrated, measurable and accountable.

To accomplish this goal, the YDC has been given statutory authority to prioritize funding for prevention and intervention services related to gang violence and gang involvement; determine the means by which services to children and youth may be provided effectively and efficiently across multiple programs to improve the academic and social outcomes of children and youth; assess state programs and services related to youth development and training, and identify methods by which programs and services may be coordinated or consolidated; and establish common academic and social indicators to support attainment of goals established by the Oregon Education Investment Board.

In addition, the Youth Development Council was instructed to establish common program outcome measurements and coordinate data collection across multiple programs and services; ensure implementation of best practices that are evidence based; are culturally, gender and age appropriate; address individual risk factors; to build upon factors that increase the health and well-being of children and youth; and include tribal best practices. These goals have been accomplished by developing state policy and funding community-based efforts that address barriers to education and career success.

The funding that supports community-based efforts is administered through the Youth Development Council in four need-based grant funds:

The Youth and Community Grant Fund, a community-based grant designed to assist existing efforts in improving education and workforce success for youth who are disconnected from, or are at risk of disconnecting from the education system and labor market.

The Youth and Gangs Grant Fund, a community-based grant designed to assist existing efforts in addressing youth gang violence through the implementation of effective evidence-based, research-based, and practice-based prevention and intervention approaches.

The Youth and Innovation Grant Fund, a non-recurrent community-based grant designed to support innovative and sustainable efforts to improve education and workforce success for youth who are disconnected from, or are at-risk of disconnecting from the education system and labor market.

The Youth and Crime Prevention Fund, community-based grants provided by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to assist state and local efforts to prevent juvenile crime and reduce youth involvement with justice system through the implementation of effective evidence-based, research-based, and practice-based prevention and intervention approaches.

The Youth Development Division also disperses Juvenile Crime Prevention State General Funds to 36 counties and the 9 Federally Recognized Tribes. The funds are used to provide essential prevention and early intervention services to Oregon's high-risk youth. The goal is to reduce juvenile arrests and reduce juvenile recidivism (new offenses by juvenile offenders).

Policy and Support

The Youth Development Council provides statewide leadership in youth development, and public/private partnership development. The Policy and Support Services also provide technical assistance to communities statewide.

The Policy and Support Services budget contains resources for monitoring of the state's investment in prevention systems and activities for children and youth. Policy and Support Services support central staff provide policy direction and support services for Youth Development Council. The unit consists of personal service and materials and services costs that provide policy development and management, research on matters relating to child and youth development and evidence based practices, program monitoring and accountability, program evaluation, staff support to the Youth Development Council, fiscal reporting and control, and information systems management.

Resources included in this unit support the 21-member Youth Development Council. Staff works closely with communities, providing policy direction, evidence-based and best practice standards, and oversight of outcomes and fiscal monitoring of programs. Staff are responsible for policy implementation and the content of the council's program monitoring and reporting system, the payment of bills, accounting for monies from a variety of sources, projecting expenditures, fiscal reporting to the state and federal governments, payroll and budget development, and the allocation of funds to the counties, the 9 Federally Recognized Tribes and community –based youth development organizations.

YOUTH INVESTMENT – TITLE XX (Youth and Community Grant)

Social Services Block Grant/Youth Investment Title XX funded programming provides evidence-based/best practice community prevention and intervention services for at-risk middle and high school age youth and some elementary school-aged youth who experience barriers to

learning that often result in behavior problems that result in discipline, suspension, expulsion, violence, and poor academic and workforce performance.

These funds address community-identified child and adolescent risk factors that if left unaddressed would lead to more costly outcomes, i.e. homelessness, school dropout, criminal activity, and substance abuse. Title XX funds transferred to the Youth Development Council as part of the Governor's plan to establish a P-20 Education System. The Youth Development Council (YDC) was established by House Bill 4165 in 2012 to assist the Oregon Education Investment Board in overseeing a unified system that provides services to school-age children through youth 20 years of age in a manner that supports academic success, reduces criminal involvement and is integrated, measurable and accountable.

To be eligible for the Youth Investment Program Area, all services, systems, programs and initiatives must serve non-delinquent youth, ages 13 through 18 who experience barriers to learning resulting in behavior problems. Eleven and 12 year olds may be included in the services, systems, programs or initiatives where appropriate. Clients typically experience academic and school behavior problems, substance abuse, lack of parental control, homelessness, poverty and/or other risk factors. They have yet to become involved in the juvenile justice system but are likely to do so without intervention.

PREVENTION AND INTERVENTION SERVICES (Youth and Gangs Grant)

HB 4165 required the Youth Development Council (YDC) to prioritize funding for prevention and intervention services related to the reduction of gang violence and gang involvement. A November 2013 report developed by the Council, entitled ***Youth and Gangs: Prioritization of Funding for Youth Gang Prevention and Intervention Services*** highlighted the prevalence of youth exposure to gangs and involvement with gangs and the costs imposed by those youth criminal offenders in society.

The YDC recommended adoption of the federal ***OJJDP Comprehensive Gang Model*** to address and reduce youth gang involvement and violence in the State of Oregon.

This program supports the utilization and adoption of statewide initiatives aimed at gang prevention and intervention. The program focuses on prevention and intervention efforts aimed at reducing youth gang involvement and gang violence.

The YDC supports the implementation the ***OJJDP Comprehensive Gang Model*** in communities to prevent youth gang involvement and reduce gang violence and activity. The Gang Model is a data driven comprehensive approach incorporating multiple community partners working collectively to address gang-affected and gang-involved youth through the coordination of services and resources at different points of contact.

The prevention and reduction of gangs is linked both to educational success in keeping youth out of gangs and steering them toward high school completion and career development. Evidence suggests that keeping youth in school and providing alternatives or workforce opportunities to gang involvement gives a strong return on the investment.

Youth Development Council members and YDD staff have been engaging and educating communities on their use of the *OJJDP Comprehensive Gang Model* as a framework in urban and rural settings to set gang affected and gang involved youth on a path of school engagement, career success and civic engagement.

Youth and Innovation Grant

The Youth and Innovation Grant is a non-recurrent community-based grant designed to support innovative and sustainable efforts to improve education and workforce success for youth who are disconnected from, or are at-risk of disconnecting from the education system and labor market. The efforts funded through this grant must be based on effective evidence-based, research-based, and practice-based prevention and intervention approaches. These approaches are required to be culturally appropriate, sexual orientation specific and gender-identity specific and address various barriers to educational and workforce success.

The Youth and Innovation Grant is designed to support *Youth Innovation in Oregon*, target an *Emergent and Urgent Need* to address a social problem at the onset, or to provide funding to take a *Program to Scale* to operational sustainability.

Recipients of this grant must be able to demonstrate that an innovative program, service, or initiative not currently in place in the community could address a social problem facing Opportunity and Priority Youth. Recipients must also be able to identify the results of the identified program, service, or initiative in other communities, and then track the impact on identified indicators of need at a community or individual level when it is implemented.

This data will be used to evaluate the result of the grant by the Youth Development Council, and may impact the ability of the community to access Youth and Innovation Grants in the future. Both community level data and individual level that can be monitored to evaluate results are used.

Recipients of grants that target an Emergent and Urgent Need to address a social problem at the onset must be able to demonstrate community preparedness to monitor changes in any identified indicator of need at a community and individual level.

JUVENILE CRIME PREVENTION (Youth and Crime Prevention Grant, state and federal)

Juvenile Crime Prevention (JCP) provides essential prevention and early intervention services for Oregon's high risk youth. The goal of Juvenile Crime Prevention (JCP) is to reduce juvenile arrests and reduce juvenile recidivism (new offenses by juvenile offenders). Services and activities are provided to youth who have one or more of the following risk factors: school failure; antisocial behavior; negative peer

association; poor family functioning or poor family support; or substance abuse. This program has transferred to the Youth Development Council as part of the Governor's plan to establish a P-20 Education System. The membership of the newly developed council will also satisfy federal requirements for membership of a state advisory committee on juvenile justice.

Services can be grouped into direct interventions such as tutoring and academic supports, family counseling or substance abuse treatment, case management including coordinated review and monitoring of a youth's needs and services, and support services including the provision of basic needs services such as housing assistance or medical assistance.

Programs are funded in collaboration with community partners such as schools, social service agencies, juvenile departments and Tribes. Each youth spends about 3 months participating in JCP programs that address multiple risk factors and issues.

JCP prevention programs/services have been implemented in every county and Tribe located within Oregon, providing services to youth at high-risk for delinquency. JCP youth are showing reductions in risk factors and increases in protective factors after participation in JCP prevention programs and services, measured by validated risk assessment and re-assessment tools. JCP youth have shown overall decreases in dynamic risk indicators at reassessment.

COMMUNITY SCHOOLS, Youth and Community Grant

In 2007, the Oregon Legislature allocated funds for full service Community School Demonstration Sites throughout the state. These demonstration sites continue to be funded through the *Youth and Community Grant*. The intent of the Legislature was to provide training and technical assistance to promote the development and implementation of a network of Community Schools statewide. However, no additional funding for training or expansion has been allocated for this purpose.

There are five Community School state-funded sites in Oregon located in Coos, Columbia, Deschutes, Douglas, and Hood River counties. Community Schools are a vehicle to improve student achievement by supporting students, families and communities. Community Schools combine educational practices with enhanced and extended day/year programming to ensure that children are physically, emotionally and socially prepared to learn. Several sites have been awarded additional Youth and Community Grant funding to help provide more extensive before- and after-school supports.

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-550-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Other Funds						
Other Revenues	-	56,884	56,884	58,684	58,684	-
Tsfr From Human Svcs, Dept of	-	3,760,514	3,760,514	7,034,081	7,034,081	-
Tsfr From Oregon Health Authority	-	3,176,181	3,176,181	-	-	-
Total Other Funds	-	\$6,993,579	\$6,993,579	\$7,092,765	\$7,092,765	-
Federal Funds						
Federal Funds	-	2,988,046	2,988,046	3,077,687	3,077,687	-
Total Federal Funds	-	\$2,988,046	\$2,988,046	\$3,077,687	\$3,077,687	-

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Youth Development Counsel

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17			
						Agency Request	Governor's Recommended	Legislatively Adopted	
Gang Prevention & Intervention	Other	975		56,884	56,884	58,684	58,684		
Transfer from Human Svcs, Dept of	Other	1100		3,760,514	6,936,695	7,034,081	7,034,081		
Transfer from Oregon Health Authority	Other	1443		3,176,181					
Other Funds Total			-	6,993,579	6,993,579	7,092,765	7,092,765	-	
Juvenile Crime Prevention	Federal	995		2,988,046	2,988,046	3,077,687	3,077,687		
Federal Funds Total			-	2,988,046	2,988,046	3,077,687	3,077,687	-	
GRAND TOTAL				0	9,981,625	9,981,625	10,170,452	10,170,452	0

YOUTH DEVELOPMENT GRANTS

Essential Package 021

021 Phase-In

2015-17 Fiscal Impact

Purpose:

In general, the purpose of the 021 package is to reflect budget adjustments to programs expected to phase-in fully during the next biennium. Typically, phased-in programs are those funded fewer than 24 months in one biennium, and needing to be funded for a full 24 months in the next biennium.

How Achieved:

This package phases in the following:

- \$1,648,000 General Fund for Special Payments authorized in HB 5201 (2014), Section 65. The bill authorized funding for the second year of the 2013-15 biennium for the Youth & Innovation Grant program, and this package rolls it up to a 24-month cost.

The first year of this funding was included in the Early Learning Division in 2013-15 to continue the funding model of the Commission on Children & Families. That funding is phased out of the ELD in the 2015-17 biennium to offset the majority of this package.

Staffing Impact:

None.

Fund Source:	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies				
Capital Outlay				
Special Payments	\$1,648,000			\$1,648,000
Total Request	\$1,648,000			\$1,648,000

This package is approved in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 021 - Phase-in

Cross Reference Name: Youth Development Division
Cross Reference Number: 58100-550-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	1,648,000	-	-	-	-	-	1,648,000
Total Revenues	\$1,648,000	-	-	-	-	-	\$1,648,000
Special Payments							
Other Special Payments	1,648,000	-	-	-	-	-	1,648,000
Total Special Payments	\$1,648,000	-	-	-	-	-	\$1,648,000
Total Expenditures							
Total Expenditures	1,648,000	-	-	-	-	-	1,648,000
Total Expenditures	\$1,648,000	-	-	-	-	-	\$1,648,000
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

YOUTH DEVELOPMENT GRANTS

Essential Package 031

031 Standard Inflation & Price List Adjustments

2015-17 Fiscal Impact

Purpose:

The purpose of this package is to fund expenditure increases due to inflation. The approved biennial inflation factor for 2015-17 is 3.0% for all programs except Attorney General Fees, Facilities Rent, and State Government Service Charges. Uniform rent increases by 4.4% with approval of the agency's CFO analyst. The hourly rate for Attorney General costs increase by 19.2%.

How Achieved:

The package funds estimated cost increases due to inflation.

Staffing Impact:

None.

Fund Source:

	General Fund	Other Funds	Federal Funds	Total Funds
Personal Services				
Services & Supplies				
Capital Outlay				
Special Payments	\$220,473	\$203,760	\$89,641	\$513,874
Total Request	\$220,473	\$203,760	\$89,641	\$513,874

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: Youth Development Division
Cross Reference Number: 58100-550-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	220,473	-	-	-	-	-	220,473
Federal Funds	-	-	-	89,641	-	-	89,641
Total Revenues	\$220,473	-	-	\$89,641	-	-	\$310,114
Special Payments							
Other Special Payments	220,473	-	203,760	89,641	-	-	513,874
Total Special Payments	\$220,473	-	\$203,760	\$89,641	-	-	\$513,874
Total Expenditures							
Total Expenditures	220,473	-	203,760	89,641	-	-	513,874
Total Expenditures	\$220,473	-	\$203,760	\$89,641	-	-	\$513,874
Ending Balance							
Ending Balance	-	-	(203,760)	-	-	-	(203,760)
Total Ending Balance	-	-	(\$203,760)	-	-	-	(\$203,760)

YOUTH DEVELOPMENT GRANTS

Package 152 – Title XX Backfill

Problem:

Due to a reduction in the Title XX Social Services Block Grant (SSBG) funding from sequestration to the Department of Human Services (DHS), revenue transfers to the Department of Education for the Early Learning Division and Youth Development Division have been decreased. The funding provided by DHS for the Youth Development Division's Youth Investment area as well as Early Learning Division's Relief Nurseries is critical to the success of these programs. For YDD, these funds are needed for community-based programs and services aimed at increasing education and career success through the YDD Youth and Community Grant. For ELD, the funds are needed for increasing family stability and improving kindergarten readiness through ELD contracts with Relief Nurseries.

This narrative addresses the Youth Development Division's portion of the request.

Proposed Solution:

The Youth Development Division requests \$627,180 General Fund to cover the projected revenue shortfall from SSBG Title XX sequestration reductions. The dollars will fund community-based programs and services aimed at increasing education and career success through community-based programs and services. Funding is needed for the Youth Development Council's Youth and Community Grant in the 2015-2017 biennium. The Youth and Community fund is specifically designed to target Opportunity Youth and Priority Youth – youth who are disproportionately low-income, youth of color, English Language Learners and youth with disabilities.

Opportunity Youth are youth who have been disconnected from education and labor markets (ages 16 – 24). In Oregon, one in seven youth is identified as an Opportunity Youth. This represents nearly 66,500 youth who are not in school and not working. Based on national cost estimates, in a single year Oregon experiences over a \$924 million direct fiscal burden as a result of the youths' disconnection from school and work.

Priority Youth are youth under the age of 16 who are at risk of disconnecting from the education system, who are already disconnected from the education system, or at risk of being unable to transition successfully to the labor force. Priority Youth experience a variety of risk-producing conditions that can be barriers to school and work. Barriers can present themselves as environmental conditions in neighborhoods, families, and peer groups, as well as individual factors. The Youth Development Council continues to work with communities to develop and fund services and initiatives for high-needs youth to support the state's 40-40-20 education goals.

List Staff Impact: N/A

OREGON DEPARTMENT OF EDUCATION

Quantifying Results:

For communities to be eligible to apply for Youth Development grant funds, there must be a demonstration the community is providing programs and services for populations that are more significantly low-income, communities of color, ELL, and/or youth with disabilities. To accomplish this, the YDC has established a set of indicators of need and identified minimum thresholds for applications for funding. The outcomes expected of the grant contain several individual and community level measures that specifically address improving disparities for traditionally underserved populations.

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Special Payments	\$627,180	(\$627,180)		\$0
Total Request	\$627,180	(\$627,180)	\$0	\$0

This package is approved in the Governor's Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

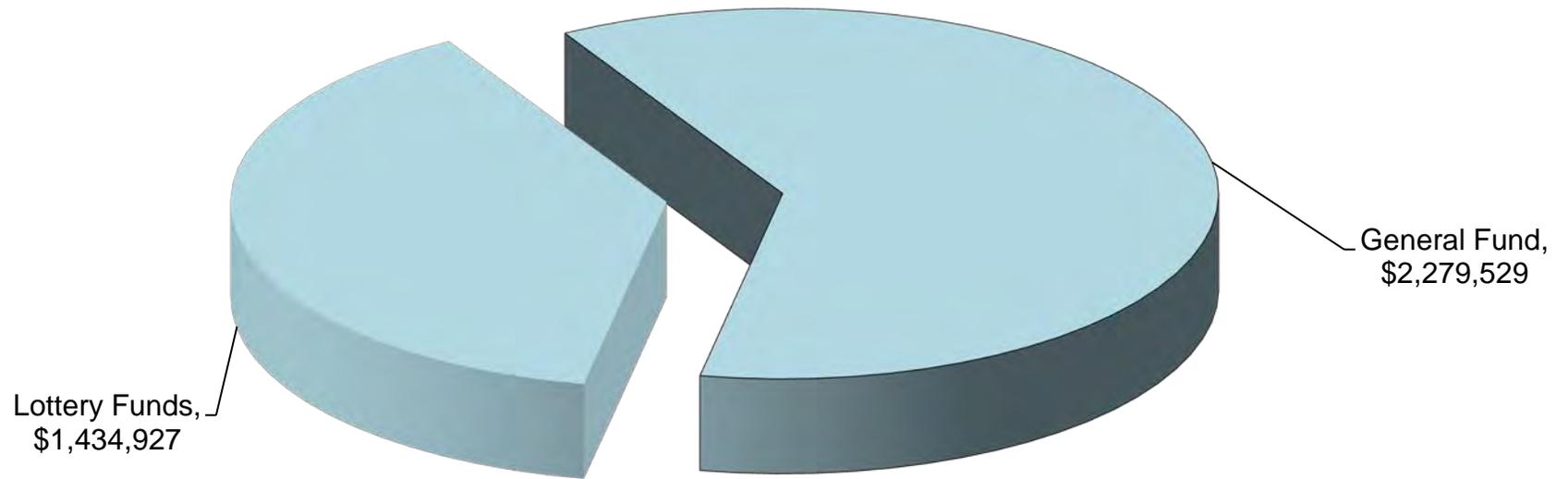
Education, Dept of
Pkg: 152 - Title XX Backfill

Cross Reference Name: Youth Development Division
Cross Reference Number: 58100-550-00-00-00000

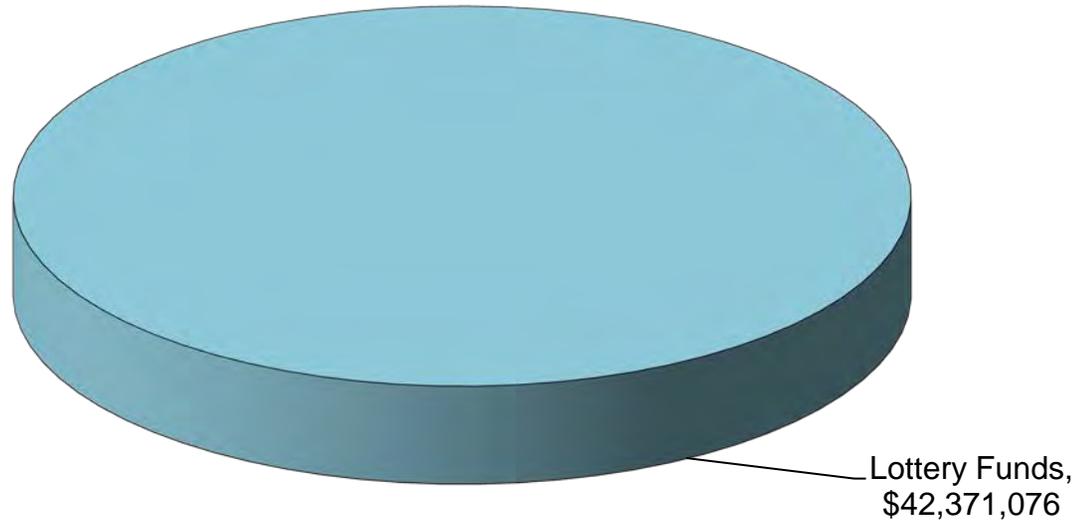
<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	627,180	-	-	-	-	-	627,180
Total Revenues	\$627,180	-	-	-	-	-	\$627,180
Special Payments							
Other Special Payments	627,180	-	(627,180)	-	-	-	-
Total Special Payments	\$627,180	-	(\$627,180)	-	-	-	-
Total Expenditures							
Total Expenditures	627,180	-	(627,180)	-	-	-	-
Total Expenditures	\$627,180	-	(\$627,180)	-	-	-	-
Ending Balance							
Ending Balance	-	-	627,180	-	-	-	627,180
Total Ending Balance	-	-	\$627,180	-	-	-	\$627,180

DEBT SERVICE

2015-17 Governor's Recommended Budget
\$3.71 Million All Funds
(by fund source)



DEBT SERVICE
2013-15 Legislatively Approved Budget
\$42.37 Million All Funds
(by fund source)



DEBT SERVICE

This program provides debt service (payment of principal and interest) on lottery-backed bonds.

The 1997 Legislature approved House Bill 3411, which established a lottery bond program to help meet the needs of Oregon school districts. This legislation authorized the program to finance public school projects in an amount not to exceed \$150 million. It established the Education Lottery Bond Fund to repay the debt from unobligated net lottery proceeds, legislative appropriations, and interest earnings of the fund. The bill also stated the legislative intent to pay debt service, after the 1997-99 biennium, from 75 percent of the interest earnings on the Education Endowment Fund (now the Education Stability Fund).

Proceeds to schools were intended for “state education projects,” which are defined in statute as projects for the acquisition, construction, improvement, remodeling, maintenance or repair of public school facilities in the state of Oregon, including the following:

- site preparation costs,
- permanent or portable buildings and equipment,
- telecommunications equipment,
- computers,
- software and related technology,
- textbooks,
- library books,
- furniture and furnishings,
- vehicles,
- costs of planning for bond issues and capital improvements and the payment of debt service on obligations (other than general obligation bonds) issued for such projects, and
- holding in reserve for any of the purposes described above.

The legislation was subject to voter approval, which occurred with the November 4, 1997 Special Election (Ballot Measure 52).

In House Bill 2567, the 1999 legislature authorized the issuance of an additional \$127 million in lottery-backed bonds for state education projects.

OREGON DEPARTMENT OF EDUCATION

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Education, Dept of
2015-17 Biennium

Agency Number: 58100

Cross Reference Number: 58100-850-00-00-00000

<i>Source</i>	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
Lottery Funds						
Tsfr From Administrative Svcs	53,620,364	41,916,517	41,373,517	1,434,927	1,392,125	-
Total Lottery Funds	\$53,620,364	\$41,916,517	\$41,373,517	\$1,434,927	\$1,392,125	-
Other Funds						
Interest Income	1,990,453	-	-	-	-	-
Tsfr To Administrative Svcs	(29,029,243)	-	-	-	-	-
Total Other Funds	(\$27,038,790)	-	-	-	-	-
Nonlimited Other Funds						
Refunding Bonds	2,770,238	-	-	-	-	-
Total Nonlimited Other Funds	\$2,770,238	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Detail of Lottery Funds, Other Funds and Federal Funds Revenue

Debt Service

Source	Fund	ORBITS Revenue Acct	2011-13 Actual	2013-15 Legislatively Adopted	2013-15 Estimated	2015-17		
						Agency Request	Governor's Recommended	Legislatively Adopted
Lottery Funds Transferred from Dept. of Administrative Services	Lottery	1107	54,160,517	41,916,517	41,916,517	1,434,927	1,392,125	
Lottery Funds Total			54,160,517	41,916,517	41,916,517	1,434,927	1,392,125	-
Interest Earnings	Other	605	1,990,453					
Transfer In - Intrafund	Other	1010	2,711,659					
Other Misc. Revenues	Other		(29,029,243)					
Transfers Out - Intrafund	Other	2010	(3,251,812)					
Other Funds Total			(27,578,943)	-	-	-	-	-
Advanced Refunding Bonds	Other - NL	575	2,770,238					
Other Funds Non-Limited Total			2,770,238	-	-	-	-	-
GRAND TOTAL			29,351,812	41,916,517	41,916,517	1,434,927	1,392,125	0

DEBT RELATED COSTS

Package 165 - Longitudinal Database

Problem: The 2013 Legislature approved appropriation of \$700,000 to provide a thorough business case analysis of the need for a longitudinal data system that supports assessment and achievement of education from kindergarten through college. A business case for development of a statewide longitudinal database reaching from early childhood through postsecondary education that encourages accountability for outcomes and provides better information for policy-makers, educators, students and their families to ensure progress along the entire educational path.

Proposed Solution: Create a longitudinal data system that supports assessment and achievement from kindergarten to college.

The Governor’s capital budget includes \$10.2 million in general obligation bond debt capacity to begin development of the database, based on the business case analysis that was completed in 2013-15. The Governor’s 10-Year Budget reserves additional debt capacity in future biennia to complete development of the database system.

Revenue Source:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
Debt Service	\$2,279,529	\$0		\$2,279,529
Total Request	\$2,279,529	\$0		\$2,279,529

This package was added in the Governor’s Recommended Budget.

OREGON DEPARTMENT OF EDUCATION

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Education, Dept of
Pkg: 165 - Longitudinal DB

Cross Reference Name: Debt Related Costs
Cross Reference Number: 58100-850-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	2,279,529	-	-	-	-	-	2,279,529
Total Revenues	\$2,279,529	-	-	-	-	-	\$2,279,529
Debt Service							
Principal - Bonds	1,520,000	-	-	-	-	-	1,520,000
Interest - Bonds	759,529	-	-	-	-	-	759,529
Total Debt Service	\$2,279,529	-	-	-	-	-	\$2,279,529
Total Expenditures							
Total Expenditures	2,279,529	-	-	-	-	-	2,279,529
Total Expenditures	\$2,279,529	-	-	-	-	-	\$2,279,529
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

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Facilities Maintenance Program

The facilities maintenance program exists within the School for the Deaf (OSD) program unit. The Facilities Maintenance program utilized funding from the Services and Supply budget for the 2011-13 biennium for needed maintenance small scale projects done in house, as well as \$149,374 for carpet replacement and \$25,000 for pavement repairs out of OSB sale .

In the 2013-15 biennium OSD moved forward with two of the badly needed roof replacements and has solicited quotes on the elevator replacement. These projects are anticipated to be completed in the current biennium. OSD has established a lease/rental revenue fund this year indexed solely to assist in smaller campus deferred maintenance projects or to be combined as needed with the OSB proceed money to complete larger scale projects. One of those projects is the HVAC campus-wide renovation, for which we anticipate savings from annual energy costs along with environmental upgrades to provide safer controlled buildings for all who utilize this campus. The HVAC replacement project also has the potential for possible personnel savings due most in part from the change in HVAC operational needs. . The agency will work with our CFO and LFO analysts to provide updates on potential staff savings after this project has been completed. The project is currently scheduled for the 2015-17 biennium but may begin as early as the fall of 2014.

OSD's facility maintenance team exists to repair and maintain the 52 acre campus with 20 plus buildings/roofs and structures at nearly 300,000 square feet. The 24/7 operation provides security, grounds maintenance, fleet vehicle and bus maintenance, all permits, certifications, inspections, OSHA compliance, DEQ regulations, custodial, and building maintenance on a daily basis in a similar capacity to a small college.

OREGON DEPARTMENT OF EDUCATION

2015-17 FACILITIES REPORT – FORM A

AGENCY: Oregon Department of Education
 Agency #: 58100

Value of Buildings and Building Improvements			Facilities Operations and Maintenance (O&M) Budget			
<u>Cost of Buildings (as reported to Risk Management)</u>		<u>6/30/14 Replacement Value (Risk Management)</u>	<u>Personal Services</u>	<u>Services & Supplies</u>	<u>Total</u>	
\$ <u>40,256,657</u>		\$ <u>41,344,130</u>	\$ <u>1,980,716</u>	\$ <u>563,160</u>	\$ <u>2,543,876</u>	
Total sq. ft. of Bldgs: <u>283,894</u> sq. ft.			2015-17 Maintenance Budget (no janitorial or utility)		Utilities Budget:	
\$ <u>487,314</u>			÷ square feet of building: \$ <u>7.24</u> sq. ft.			
Total Outstanding Deferred Maintenance			Deferred Maintenance Budget 2015-17			
	Categories 1-2	Categories 3-5	Total	Personal Services	Services & Supplies	Capital Outlay
As of 6/30/14	\$2,514,677	\$ -0-				
Projected 6/30/15	\$225,000	\$ 300,000	\$659,200	\$ _____	\$659,200	\$ _____

Briefly describe the software (or manual process) used to identify routine (including preventative) facility maintenance needs.

- Each Facility Tech is assigned buildings requiring daily, weekly or monthly preventive maintenance –and keep records of items completed. –Report back to supervisor of any potential large maintenance issues.

What data elements do you track with software (or manual process) described above?

- All Budget items are tracked using Oregon Budget Information Tracking System (ORBITS), the Replacement Values are from the DAS website for estimates, and the Square footage of buildings is tracked by Excel and DAS data verified.

Briefly describe how the facilities maintenance budget is developed (note whether software (or manual process) described above is used in budget development).

- Projections are based on historical costs plus inflation for Personal Services and S&S. Additional funds for upcoming projects are included on a biennial basis after analysis for total costs.

2015-17 FACILITIES REPORT – FORM A

Briefly describe the system or process used to identify Deferred Maintenance (*e.g.*; *staff makes an annual estimate based on periodic assessments; evaluation of facilities using contract structural engineering firm, etc.*)

- **Annual assessments by maintenance supervisor and follow 5 year facilities plan.**

Briefly describe the process to provide funding for facilities maintenance. (*e.g.*; *biennial appropriation; assessment to applicable programs to sustain a Capital Maintenance/ Improvement Fund authorized under ORS 276.285(2); etc.*)

- **Assessment for applicable buildings to sustain safety for students and staff.**

Statutory references: ORS 276.229(2), ORS 276.227(5)

OREGON DEPARTMENT OF EDUCATION

2015-17 FACILITES REPORT B

AGENCY Name: Oregon Department of Education
 Agency #: 58100

	2011-13 Actuals	FTE	Leg Approved 2013-15	FTE	2013-15 Estimates	FTE	2015-17 Budget	FTE
General Fund								
Personal Serv - Utilities & Janitorial	\$		\$		\$		\$	
Personal Services - Maintenance	\$ 997,733	11.76	\$ 1,177,547	11.50	\$ 1,128,790	11.50	\$ 1,229,114	11.50
S&S - Utilities & Janitorial	\$ 59,445		\$		\$		\$	
S&S - Maintenance	\$ 2,014		\$		\$		\$	
GF Subtotal	\$ 1,59,192		\$ 1,177,547		\$ 1,128,790		\$ 1,229,114	
Lottery Funds								
Personal Serv - Utilities & Janitorial	\$		\$		\$		\$	
Personal Services - Maintenance	\$		\$		\$		\$	
S&S - Utilities & Janitorial	\$		\$		\$		\$	
S&S - Maintenance	\$		\$		\$		\$	
LF Subtotal	\$		\$		\$		\$	
Other Funds								
Personal Serv - Utilities & Janitorial	\$		\$		\$		\$	
Personal Services - Maintenance	\$ 166,008		\$ 740,972		\$ 488,551		\$ 751,602	
S&S - Utilities & Janitorial	\$ 220,237		\$ 165,439		\$ 400,623		\$ 487,314	
S&S - Maintenance	\$ 134,250		\$ 63,637		\$ 129,631		\$ 75,846	
OF Subtotal	\$ 520,495		\$ 970,048		\$ 1,018,805		\$ 1,314,762	
Federal Funds								
Personal Serv - Utilities & Janitorial	\$		\$		\$		\$	
Personal Services - Maintenance	\$		\$		\$		\$	
S&S - Utilities & Janitorial	\$		\$		\$		\$	
S&S - Maintenance	\$		\$		\$		\$	
FF Subtotal	\$		\$		\$		\$	
Total All Funds	\$		\$		\$		\$	
	<u>1,579,687</u>		<u>2,147,595</u>		<u>2,147,595</u>		<u>2,543,876</u>	

2015-17 FACILITIES REPORT B

NOTE: 2013-15 Estimate column based on projected actuals as of May 30, 2014.

The Facilities Operations and Maintenance budget includes costs to operate and maintain facilities and keep them in repair including utilities, janitorial and maintenance costs. Maintenance costs are categorized as external building (roof, siding, windows, etc.); interior systems (electrical, mechanical, interior walls, doors, etc.); roads and ground (groundskeeper, parking lots, sidewalks, etc.) and centrally operated systems (electrical, mechanical, etc.). Agencies with significant facilities may include support staff if directly associated with facilities maintenance activities. Do not include other overhead costs such as accounting, central government charges, etc.

OREGON DEPARTMENT OF EDUCATION

2015-17 FACILITIES REPORT C

Building Name or Identifier	Replacement Value (as of 6/30/14)	2015-17 Deferred Maintenance Budget for this Facility	Total O/S Deferred Maint. (projected) (as of 6/30/15)	Outstanding Deferred Maintenance (projected) by Category				
				1	-	2	3	-
Facilities > \$1 million (attach additional sheets if necessary)								
Building 3 – Peterson Hall	\$3,430,999	\$	\$225,000	\$225,000				\$
Building 12 – Ulmer Building	\$3,078,212	\$	\$30,000	\$				\$30,000
Building 11 – Peck Gym	\$2,980,863	\$	\$	\$				\$
Building 13 – Smith Building	\$5,332,386	\$	\$120,000	\$				\$120,000
Building 7 – Clatterbuck Building	\$5,281,404	\$129,500	\$129,500	\$129,500				\$
Building 2 - Wallace Hall	\$1,216,978	\$	\$	\$				\$
Building 4 – Kuenzi Hall	\$5,927,722	\$	\$	\$				\$
Building 5 – Lindstrom Hall	\$6,580,771	\$	\$	\$				\$
Building 6 – Red House	\$-0-	\$	\$	\$				\$
Building 8 - Maint/Heat Plant	\$2,923,426	\$	\$	\$				\$
Building 9 – Hokansen/Industrial Arts	\$1,890,947	\$	\$	\$				\$
Building 16 - New Dorm	\$1,900,422	\$	\$	\$				\$
Grounds – Campus wide (sidewalks, seismic, etc.)	\$	\$	\$150,000 no siesmic	\$				\$150,000
ALL HVAC – campus wide	\$	\$2,385,177	\$2,385,177	\$2,385,177				\$
From attached Sheets								
From page _____	\$	\$	\$	\$				\$
From page _____	\$	\$	\$	\$				\$
Total Facilities > \$1 million (total from detail above)	\$40,544,130	\$2,514,677	\$3,039,677	\$2,739,677				\$300,000
Facilities < \$1 million (total for all facilities < \$1 million)	\$800,000	\$	\$	\$				\$
Total all Facilities	<u>\$41,344,130</u>	<u>\$2,514,677</u>	<u>\$3,039,677</u>	<u>\$2,739,677</u>				<u>\$300,000</u>

**EDUCATION, OREGON DEPARTMENT of
Annual Performance Progress Report (APPR) for Fiscal Year (2013-2014)**

Original Submission Date: 2014

Finalize Date: 8/20/2014

OREGON DEPARTMENT OF EDUCATION

2013-2014 KPM #	2013-2014 Approved Key Performance Measures (KPMs)
1	ACCESS TO PRE-KINDERGARTEN—Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten services.
2	Percentage of eligible children who receive Early Intervention/Early Childhood Special Education services that meet service level standards.
3	Percentage of children who exit Early Intervention/Early Childhood Special Education programs functioning within age level expectations or having made substantial progress (as defined by ODE) in the outcome areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.
4	KINDERGARTEN READINESS— Percentage of kindergarten children demonstrating readiness criteria.
5	STUDENT ACHIEVEMENT— Percentage of students meeting or exceeding statewide academic performance standards in 3rd and 8th grade reading and math.
6	STUDENT GROWTH: Percent of students meeting growth targets on statewide assessments.
7	HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (three separate metrics).
8	COLLEGE READINESS - Success rate, participation rate, and second year persistence rate of Oregon PK-12 students into post-secondary institutions.
9	SCHOOLS CLOSING THE ACHIEVEMENT GAP—Percentage of schools closing the academic achievement gap.
10	SCHOOLS OFFERING ADVANCED COURSES—Percentage of schools offering advanced courses.
11	SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type.
12	SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the “watch list.”
13	BUS SAFETY—Number of bus accidents, severity of accident, and who was at fault, compared to a similar state and the national average.

OREGON DEPARTMENT OF EDUCATION

2013-2014 KPM #	2013-2014 Approved Key Performance Measures (KPMs)
14	HIGHLY QUALIFIED TEACHERS - Percentage of core academic classes taught by highly qualified teachers.
15	MINORITY STAFF— Percentage of schools increasing or maintaining a high percentage of minority staff (Shared Measure with Teaching Standards Practices Commission and OUS).
16	TIMELY ASSESSMENTS AND ASSESSMENT RESULTS—Percentage of statewide assessment and statewide assessment results provided to districts on time
17	ON-TIME TECHNICAL PROJECTS—Percentage of technology projects met on schedule
18	CUSTOMER SERVICE – Percentage of customers rating the agency’s customer service as “good” or “excellent”

OREGON DEPARTMENT OF EDUCATION

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2015-2017
NEW	<p>Title: QUALITY LEARNING ENVIRONMENTS---Increase the number of early learning and development programs participating in the statewide Quality Rating and Improvement System</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1.</p>
NEW	<p>Title: QUALITY LEARNING ENVIRONMENTS---Increase the percentage of high quality early learning and development programs as measured by the statewide Quality Rating and Improvement System (rated as 3, 4, or 5 star)</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
NEW	<p>Title: KINDERGARTEN ASSESSMENT---Increase performance of entering kindergarten students on the Kindergarten Assessment: Increase in the average number of letter names that children are able to identify in one minute.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: KINDERGARTEN ASSESSMENT---Increase performance of entering kindergarten students on the Kindergarten Assessment: Increase in the average number of letter sounds that children are able to identify in one minute.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: KINDERGARTEN ASSESSMENT---Increase performance of entering kindergarten children on the Kindergarten Assessment: Increase in the average number of math questions that children are able to correctly respond to.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: KINDERGARTEN ASSESSMENT---Increase performance of entering kindergarten children on the Kindergarten Assessment: Increase in the average Approaches to Learning score that children receive</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: EARLY LITERACY---Percentage of studentsn meeting or exceeding statewide academic achievement standards in 3rd grade reading: All Students</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>

OREGON DEPARTMENT OF EDUCATION

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2015-2017
NEW	<p>Title: EARLY LITERACY---Percentage of students meeting or exceeding statewide achievement standards in 3rd grade reading: Students of Color</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: EARLY LITERACY---Percentage of students meeting or exceeding statewide academic achievement standards in 3rd grade reading: SpEd Students</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: STUDENTS ON TRACK TO GRADUATE---Percentage of 9th grade students on track to graduate: All Students</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: STUDENTS ON TRACK TO GRADUATE---Percentage of 9th grade students on track to graduate: Students of Color</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: STUDENTS ON TRACK TO GRADUATE---Percentage of 9th grade students on track to graduate: SpEd Students</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: HIGH SCHOOL COMPLETION---Percentage of students who complete high school within five years: All Students</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: HIGH SCHOOL COMPLETION---Percentage of students who complete high school within five years: Students of Color</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: HIGH SCHOOL COMPLETION---Percentage of students who complete high school within five years: SpEd Students</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>

OREGON DEPARTMENT OF EDUCATION

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2015-2017
NEW	<p>Title: COLLEGE GOING---College-going rate of Oregon residents into post-secondary institutions</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1 and Goal 3</p>
NEW	<p>Title: PRIORITY AND FOCUS SCHOOLS---Percentage of priority and focus schools achieving sufficient growth for all students such that they would no longer be identified as a priority and focus school based on the criteria used for their original identification</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 3</p>
NEW	<p>Title: HIGH QUALITY STAFF---Percentage of ODE staff performing at or above standard on evaluation</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 5</p>
NEW	<p>Title: STAFF SATISFACTION---Percentage of ODE staff rating their satisfaction with internal customer service as "good" or "excellent"</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 5</p>
DELETE	<p>Title: ACCESS TO PRE-KINDERGARTEN—Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten services.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: KINDERGARTEN READINESS— Percentage of kindergarten children demonstrating readiness criteria.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: STUDENT ACHIEVEMENT— Percentage of students meeting or exceeding statewide academic performance standards in 3rd and 8th grade reading and math.</p> <p>Rationale:</p>
DELETE	<p>Title: STUDENT GROWTH: Percent of students meeting growth targets on statewide assessments.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>

OREGON DEPARTMENT OF EDUCATION

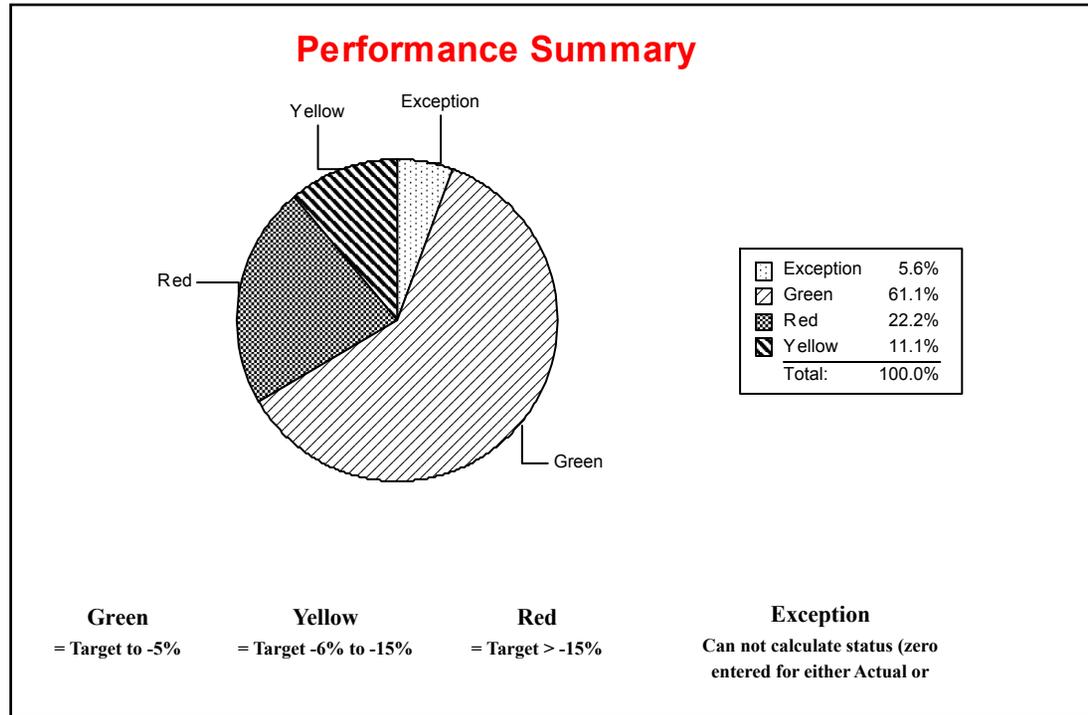
New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2015-2017
DELETE	<p>Title: COLLEGE READINESS - Success rate, participation rate, and second year persistence rate of Oregon PK-12 students into post-secondary institutions.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the “watch list.”</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: BUS SAFETY—Number of bus accidents, severity of accident, and who was at fault, compared to a similar state and the national average.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: HIGHLY QUALIFIED TEACHERS - Percentage of core academic classes taught by highly qualified teachers.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (three separate metrics).</p> <p>Rationale:</p>
DELETE	<p>Title: SCHOOLS CLOSING THE ACHIEVEMENT GAP—Percentage of schools closing the academic achievement gap.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: SCHOOLS OFFERING ADVANCED COURSES—Percentage of schools offering advanced courses.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>

OREGON DEPARTMENT OF EDUCATION

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2015-2017
DELETE	<p>Title: MINORITY STAFF— Percentage of schools increasing or maintaining a high percentage of minority staff (Shared Measure with Teaching Standards Practices Commission and OUS).</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: TIMELY ASSESSMENTS AND ASSESSMENT RESULTS—Percentage of statewide assessment and statewide assessment results provided to districts on time</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: ON-TIME TECHNICAL PROJECTS—Percentage of technology projects met on schedule</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: Percentage of eligible children who receive Early Intervention/Early Childhood Special Education services that meet service level standards.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: Percentage of children who exit Early Intervention/Early Childhood Special Education programs functioning within age level expectations or having made substantial progress (as defined by ODE) in the outcome areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>

OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of	I. EXECUTIVE SUMMARY
Agency Mission: Increase Achievement for All Students	
Contact: Doug Kosty, Assistant Superintendent	Contact Phone: 503-947-5825
Alternate: Holly Edwards, Performance Measure Coordinator	Alternate Phone: 503-947-5739



1. SCOPE OF REPORT

The priorities and initiatives of the Oregon Department of Education for student success are imbedded within the Oregon Department's high-level goals of Quality Schools and Accountable Systems. ODE's Key Performance Measures (KPMs) reflect these goals by monitoring ODE's work pertaining to the Oregon PK-12 education enterprise, as well as ODE's internal operational efficiency. ODE's KPMs 1 - 15 focus on the Oregon PK-12 education enterprise. ODE has identified these measures as critical outcomes that provide Oregonians with opportunities to succeed in making meaningful contributions to society. ODE's role in these KPMs is to provide leadership by developing policies and programs in collaboration with ODE's key partners. In addition, ODE plays a regulatory role, monitoring and providing guidance to help districts better meet the needs of Oregonians. ODE's performance targets describe ODE's goals for the PK-12

education enterprise based on trends in past performance and ODE's continued commitment to providing equal opportunities to all Oregon students to achieve success. Demonstrating progress for these KPMs requires ownership and commitment on the part of several education players. Increasing graduation rates requires aligned efforts among the Legislature, ODE, the Education Service Districts, school districts, and the classroom. Aligning these efforts requires holding all of the many players in the education system, including ODE, accountable for these key outcomes. ODE's KPMs 16 - 18 focus on ODE's internal operational efficiency. These measures focus on ODE's success in serving its stakeholders, providing services in a timely and accurate fashion. ODE's performance targets describe ODE's goals for improving its internal processes to increase efficiency and accuracy.

2. THE OREGON CONTEXT

ODE's Key Performance Measures relate to the following Oregon Benchmarks: OBM 18: Ready to Learn relates to ODE's KPM 1 - Access to Pre-Kindergarten, KPM 2 - Early Intervention / Early Childhood Special Education Service Levels, KPM 3 - Early Intervention / Early Childhood Special Education Outcomes, and KPM 4 - Kindergarten Readiness. OBM 19 and 20: 3rd and 8th Grade Reading & Math relate to ODE's KPM 5 - Student Achievement and KPM 6- Student Growth. OBM 22 and 23: High School Dropout and High School Completion relate to ODE's KPM 7 - High School Graduation. OBM 24: Some College Completion relates to ODE's KPM 8 - College Readiness. Agency Partners in Related Work: In achieving its goals for Oregon's PK-12 education enterprise, ODE collaborates with the Oregon Youth Authority, the Commission on Children and Families, the Department of Human Services, Community College and Workforce Development, and the Oregon University System. Other Education Partners: ODE also collaborates with Oregon's Education Service Districts, School Districts, the Confederation of School Administrators, and the Oregon School Boards Association.

3. PERFORMANCE SUMMARY

The performance summary chart above reflects performance on ODE's 18 KPMs. For 2013-14, 12 (66.7%) of ODE's measures are "green," indicating that those measures are within 5% of the target; 2 (11.1%) of ODE's measures are "yellow," indicating that this measure is between 6% and 15% of the target; and 4 (22.2%) of ODE's measures are "red," indicating that those measures are more than 15% off from the target. Due to a limitation in the reporting mechanism, the status for KPM 12 appears incorrectly in the performance summary chart above. The status for KPM 12 - Safe Schools incorrectly appears as an "Exception." This KPM should be categorized as "Green" since performance for this KPM met the target.

4. CHALLENGES

1. Assisting schools and districts to continue supporting improved student performance in light of increasing targets and reduced funding at both the state and district level.
2. Increasing awareness among ODE management and staff of the importance of performance management as part of ODE's budget planning and policy development process.
3. Involving ODE's key partners and stakeholders in ODE's efforts to make progress on ODE's KPMs and the underlying goals of student success, quality schools, and accountable systems.

4. Integrating the KPMs and their related activities into ODE's functions/operations. ODE has responded by developing a new strategic plan, which ODE is in the process of implementing. As implementation continues, ODE will evaluate its KPMs to ensure alignment moving forward.

5. RESOURCES AND EFFICIENCY

The following is ODE's actual budget for 2013-14 by fund type. The assumption is all fund types are split roughly 50% in the first year and 50% in the second year of the biennium, with the exception of \$100 million in General Fund appropriated by the Legislature during the September 2013 Special Session. This funding is for the State School Fund only for the 2014-15 school year. In actuality, some types of funds may be spent in a different proportion between the two years because of the flow of fund sources.

General Fund: \$3.338 billion

Lottery Funds: \$163.69 million

Lottery Funds - Debt Service: \$21.19 million

Other Funds - Limited: \$69.36 million

Other Funds - Non-Limited: \$47.17 million

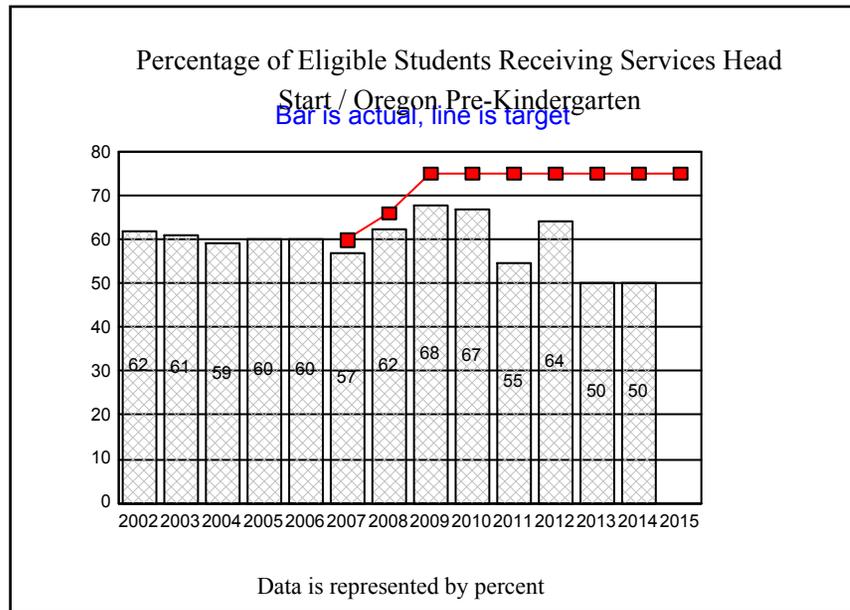
Federal Funds - Limited: \$502.71 million

Federal Funds - Non-Limited: \$175.0 million

Total Funds: \$4.317 billion

OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of		II. KEY MEASURE ANALYSIS
KPM #1	ACCESS TO PRE-KINDERGARTEN—Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten services.	2002
Goal	STUDENT SUCCESS: Each young child is ready for kindergarten	
Oregon Context	STUDENT SUCCESS: eligible children receive Head Start / Oregon Pre-Kindergarten services	
Data Source	The Head Start / OPK Child Count	
Owner	Dawn Barberis, Early Learning Division (ELD), 503-947-0867	



1. OUR STRATEGY

HB 3234, which took effect July 1, 2013, consolidated early learning within the state government and established the Early Learning Division within the Oregon Department of Education. The goals of the new early learning system are to ensure: all children are ready for kindergarten and reading at grade level in 3rd grade, children are raised in stable and attached families, and resources and services are integrated statewide. Increasing the

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS
----------------------------------------	---------------------------------

number of eligible children who have access to Head Start and Oregon Pre-Kindergarten (HS/OPK) programs has been a priority of both the Oregon Legislature and the Governor. HS/OPK targets some of the most vulnerable children and families in the state and provides comprehensive services including education, health, dental, family support, mental health, and nutrition .

Key Partners

Federal Region X Head Start Office, Administration for Children and Families (ACF) (Region X), Training and Technical Assistance for Head Start (Region X), Office of Learning – Student Services Unit, Early Intervention/Early Childhood Special Education (EI/ECSE) programs, Oregon Early Learning Council, Oregon Education Investment Board, Office of Child Care, Oregon Child Development Coalition (OCDC) Migrant/Seasonal Head Start (Region XII), Tribal Head Start (Region XI), Advisory Team on Underrepresented and Minority Student Achievement, Schools and Kindergarten Teachers, State Advisory Council for Special Education (SACSE), Oregon Education Association (OEA), Oregon School Boards Association (OSBA), Oregon Head Start Association, Confederation of Oregon School Administrators (COSA), Office of Special Education Programs (OSEP), Children’s Institute, State Interagency Coordinating Council (SICC)

2. ABOUT THE TARGETS

These targets have been based on a threshold of 80% actual access to services, which means that 80% of the eligible population will actually access services and the remaining 20%, despite being eligible, would not seek services. While the goal has been to provide HS/OPK services to 80% of the eligible population, ODE set the target of 75% of eligible children receiving HS/OPK services based on historic funding levels.

3. HOW WE ARE DOING

During the 2013-2014 program year, 49.64% of age and income eligible children received HS/OPK services. Last year, 49.86% of eligible children were served. While HS/OPK enrollment held steady, the number of children served through the Region X Office of Head Start was reduced due to sequestration. The estimated poverty rate for children under age six remained at 26.20% in 2013, but the estimated number of children in this age group in Oregon dropped from 96,034 in 2012-13 to 94,528 in 2013-14, resulting in approximately the same percentage of children served in 2013-14.

4. HOW WE COMPARE

While HS/OPK enrollment held steady, the number of children served through the Region X Office of Head Start was reduced due to sequestration. The estimated poverty rate for children under age six remained at 26.20% in 2013, but the estimated number of children in this age group in Oregon dropped from 96,034 in 2012-13 to 94,528 in 2013-14, resulting in approximately the same percentage of children served in 2013-14.

5. FACTORS AFFECTING RESULTS

Major factors affecting the percentage of eligible children who receive HSOPK services :

Poverty Rate. The estimated state poverty rate for children under age six remained the same in 2013, but the estimated number of children ages 3-4 in Oregon dropped from 96,034 in 2012-13 to 94,528 in 2013-14, resulting in approximately the same percentage of children served in 2013-14. Estimates of the 2013 population and poverty rate for Oregon children ages 3-4 were provided by Kanhaiya Vaidya, Senior Demographer for the Office of Economic Analysis, Oregon Department of Administrative Services. Age group population was estimated for September 2013 based on 2013 Population: Office of Economic Analysis. The poverty rate for children under the age of six was based on the 2012 American Community Survey.

Continuous Funding. While the number of children served through the Region X Office of Head Start was reduced due to sequestration , reductions in the total number of eligible children in Oregon resulted in approximately the same percentage of children served in 2013-14.

6. WHAT NEEDS TO BE DONE

The state will need to continue to explore funding options and models of service delivery to provide quality early education opportunities to greater numbers of children living in poverty.

7. ABOUT THE DATA

The number of children receiving Head Start/Oregon Pre-Kindergarten is reported annually and includes children funded through state pre-kindergarten; federal Head Start (Region X Office of Head Start, Region XI American Indian Head Start and Region XII Migrant and Seasonal Head Start) and local funding sources, when applicable.

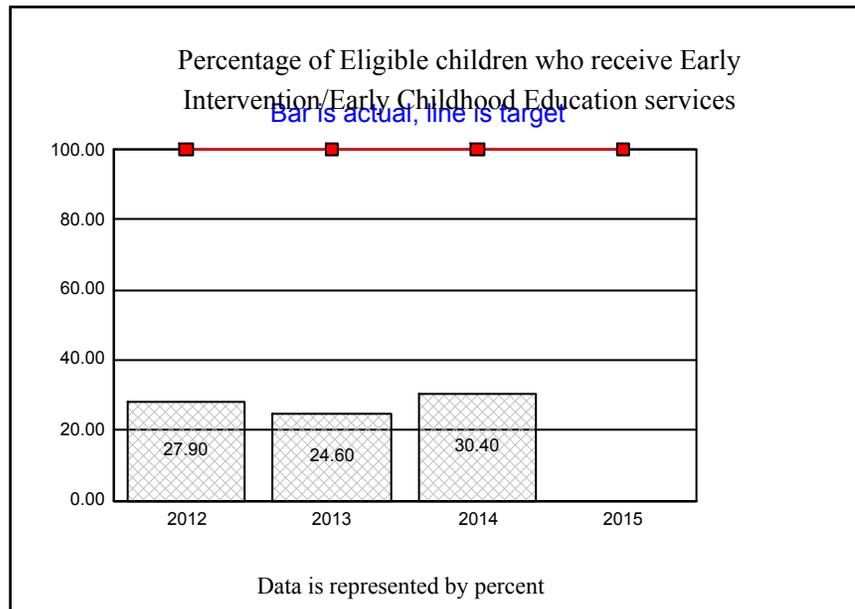
For the purposes of this performance measure, eligible children are defined as being:

- at least three years of age but not yet five years of age by September 1, 2013,
 - from families living at or below the federal poverty level, and
- served in programs that provided children and their families with at least 32 weeks of service per year.

OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS
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KPM #2	Percentage of eligible children who receive Early Intervention/Early Childhood Special Education services that meet service level standards.	2010
Goal	STUDENT SUCCESS: Each young child is ready for kindergarten	
Oregon Context	STUDENT SUCCESS: eligible children receive Early Intervention / Early Childhood Special Education (EI/ECSE)services	
Data Source	Individual Family Service Plans	
Owner	Nancy Johnson-Dorn, Office of Learning, Student Services Unit, 503-947-5703	



1. OUR STRATEGY

:
Increasing the number of infants, toddlers, and preschoolers with disabilities receiving Early Intervention and Early Childhood Special Education (EI/ECSE) at service

levels considered beneficial is a priority to the Oregon Department of Education and the Oregon State Legislature.

Early Intervention (EI) is a special education program for infants and toddlers with disabilities or developmental delays to help lessen the impact of disability on the child’s development and education and to help parents and families prepare for future steps in their child’s education. Early Childhood Special Education (ECSE) is a federally mandated special education program for preschoolers, age three to kindergarten, with disabilities or developmental delays with the purpose of lessening the impact of the disability or delay on the child’s future growth and success in school.

Over time there has been a decrease in the levels of EI and ECSE services to young children with disabilities and their families. Individual reviews were completed on child files in 2004, 2007, and 2010 comparing the level of service documented in all three years. The comparison of service levels were made separately for children receiving EI services and ECSE services. The findings were clear. EI services had decreased by 57.6% and ECSE services by 33.6% from 2004 to 2010. EI/ECSE services are mandated by law and require a reasonable expectation that children benefit from the services.

In January 2009, a workgroup comprised of legislative members, service providers, advocates, school administrators, and ODE staff was formed to develop a funding model based on reasonable levels of special education services to children with disabilities. ODE retained a national expert (Dr. Tom Parrish, American Institutes of Research), knowledgeable about special education funding and familiar with Oregon funding mechanisms. Dr. Parrish provided a framework which guided the work in determining the data collection process, cost determinations, and other key elements for a funding model. Dr. Parrish recommended that ODE determine

- assumptions about the program and EI/ECSE services;
- the percentages of children in the program with low, moderate, and high needs;
- the service levels and caseload standards required to provide benefit to children in the program;
- personnel compensation standards;
- multipliers, or costs incurred by every program related to rent, property services, etc.;
- direct staff supervision costs; and
- indirect costs.

One of the results of this work was a description of service standards required to provide benefit to children in the program. The standards are:

- EI: One time a week home or community-based visit where an Early Intervention Specialist consults with the parent or child care provider on intervention strategies to be implemented with the infant or toddler on a daily basis. It was assumed that any infant or toddler with a disability requires at least one home visit a week by a professional (comparable to Healthy Start programs).
- ECSE for children with low needs: One time a week specialized ECSE service in the child’s setting (home, child care, and preschool or skill group).
- ECSE for children with moderate needs: Preschool three times a week or 12 hours a week with one time a week ECSE consultation. Parent education or a home visit one time a month.
- ECSE services for children with high needs: Preschool for 15 hours a week with a teacher to student ratio of 1:4. One time a week

direct service or consultation from related service personnel (physical therapist, occupational therapist, vision teacher, etc). Parent education or home visit one time a month.

The percentages of low, moderate, and high needs were calculated only for children receiving ECSE services. It was not calculated for children receiving EI services because the service standard for this age group was the same for all three need areas (at least 1 x week home or community-based visit). The percentages of low, moderate, and high need for children receiving ECSE services are based on the number of each child’s delay(s). There are seven possible areas of developmental delay: social, cognitive, fine motor, gross motor, receptive communication, expressive communication and adaptive. One to two areas of delay are considered low need, three to four areas of delay are considered moderate need, and five to seven areas of delay is considered high need. The funding model is fully described at: http://www.ode.state.or.us/gradelevel/pre_k/eiecse/proposedeiecsefunding-modelfinal.pdf

Key Partners

Oregon Early Learning Council; Federal Office of Special Education Programs (OSEP); Federal Region X Head Start Office, Administration for Children and Families (ACF); Oregon Department of Education, Early Learning Division; Oregon Home Visiting Program; Oregon Child Development Coalition; Oregon Head Start Association; Migrant/Seasonal Head Start; Tribal Head Start; Oregon School Districts; State Advisory Council for Special Education (SACSE); Oregon Education Association (OEA); Oregon School Boards Association (OSBA); Confederation of Oregon School Administrators (COSA); Children’s Institute; State Interagency Coordinating Council (SICC).

2. ABOUT THE TARGETS

This is a new KPM with data reported for the first time. The goal for this KPM is to reach service level standards required to provide benefit to children in this program.

3. HOW WE ARE DOING

All individual child service levels are reviewed for: 1) children receiving EI services; 2) children with low need receiving ECSE services; 3) children with moderate need receiving ECSE services; and 4) children with high need receiving ECSE services. Data are collected only from programs close to the state average percentage of children receiving these services to minimize the possibility of over-representing children with low need. The 2013 data indicate:

- 30.4% of infants and toddlers with disabilities receive the EI service level standard;
- 64.1% of preschoolers with low needs receive the ECSE service level standard;
- 6.9% of preschoolers with moderate needs receive the ECSE service level standard; and
- 1.4% of preschoolers with high needs receive the ECSE service level standard.

4. HOW WE COMPARE

The data show that service levels for three of the four groups of children increased in 2013-14. Service levels for preschoolers with low needs decreased slightly. While the increase is positive, Oregon still needs to improve its service levels to young children with disabilities.

5. FACTORS AFFECTING RESULTS

Increased funding is required for Oregon to meet its service level targets for this population of children.

6. WHAT NEEDS TO BE DONE

Ensure improved funding for this program so all eligible children receive a level of service designed to provide educational benefit. It is anticipated that including EI/ECSE in the newly established Early Learning System will help children with disabilities and their families obtain needed services and resources.

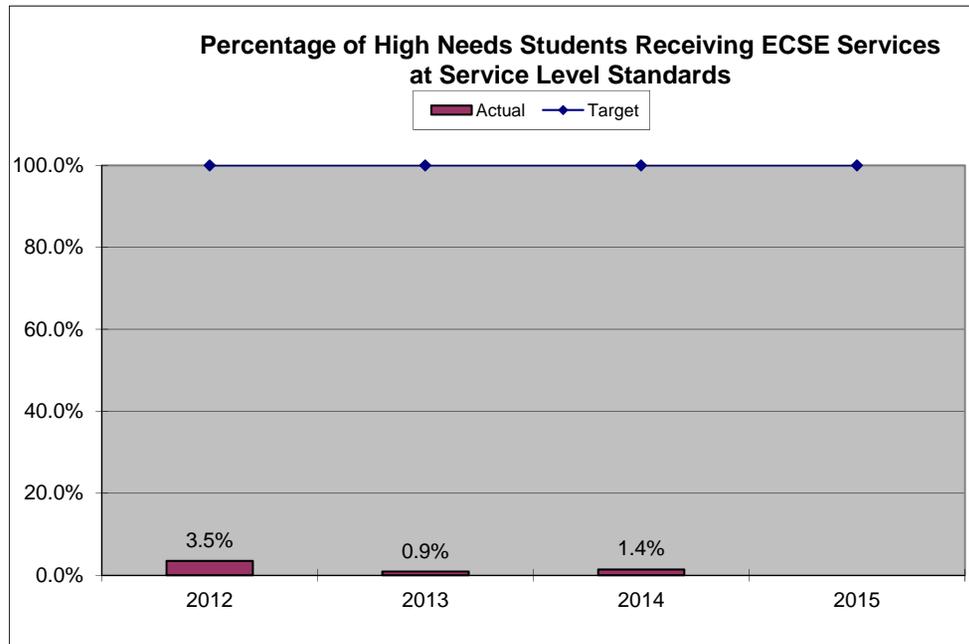
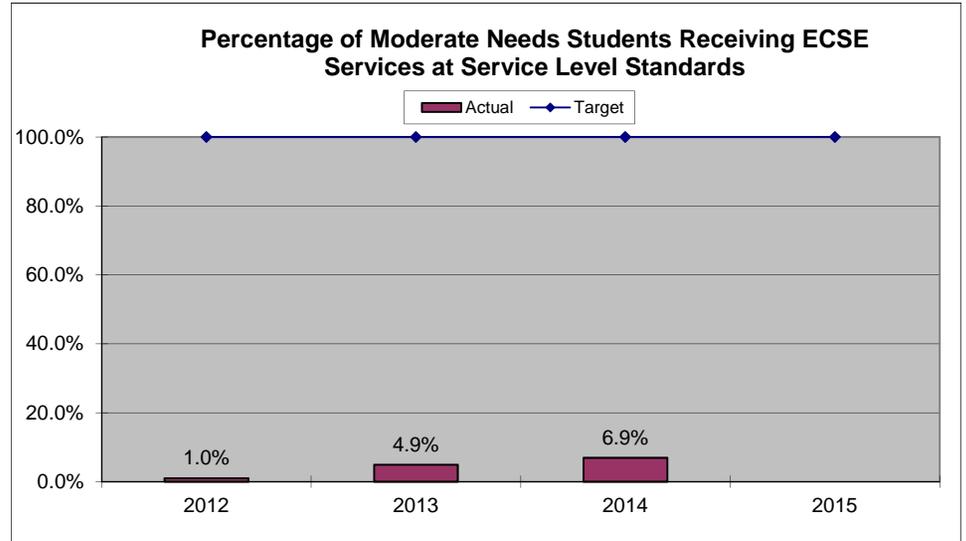
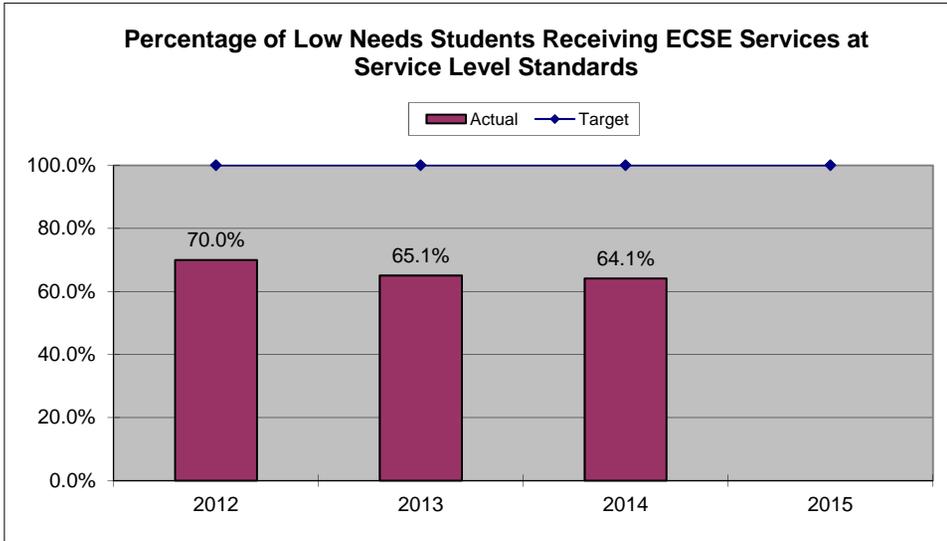
7. ABOUT THE DATA

ODE based the percentages in this report on the total number of children receiving services in programs close to the state average percentage of children receiving these services. Data were collected only from these programs to minimize the possibility of over-representing children with low need. It is worth noting that, while the 2012 data were reviewed and analyzed manually, the 2013 and 2014 data were processed through an electronic data program programmed to identify and categorize by specified criteria.

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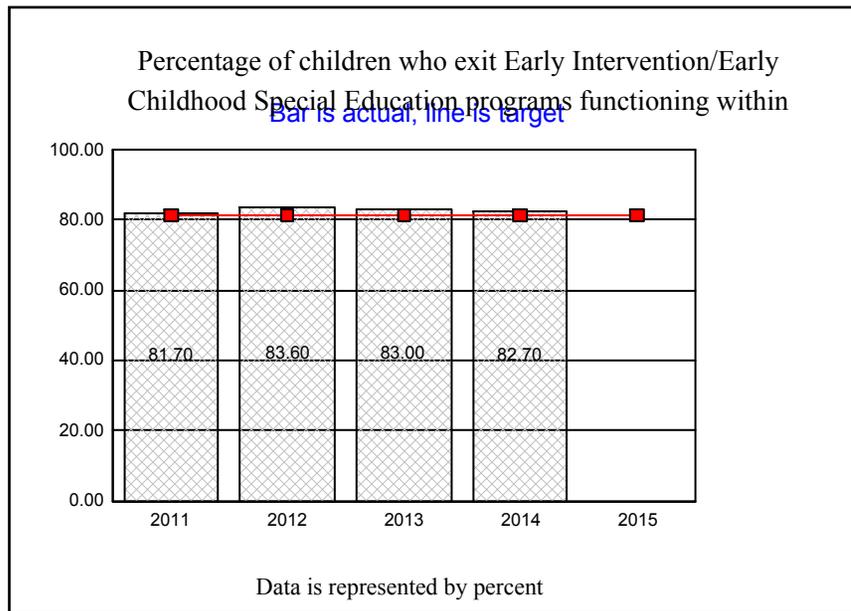
Agency Mission: Increase Achievement for All Students.

II. KEY MEASURE ANALYSIS



OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of		II. KEY MEASURE ANALYSIS
KPM #3	Percentage of children who exit Early Intervention/Early Childhood Special Education programs functioning within age level expectations or having made substantial progress (as defined by ODE) in the outcome areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.	2010
Goal	STUDENT SUCCESS: Each young child is ready for kindergarten	
Oregon Context	STUDENT SUCCESS: eligible children receive Early Intervention / Early Childhood services	
Data Source	Assessment, Evaluation, and Programming System (AEPS) and the Ages and Stages Questionnaire (ASQ) reported through ecweb (a web-based application)	
Owner	Nancy Johnson-Dorn, Office of Learning, Student Services Unit, 503-947-5703	



1. OUR STRATEGY

Increasing the number of infants, toddlers, and preschoolers with disabilities exiting special education programs having narrowed or closed the developmental gap is a priority for the Oregon Department of Education (ODE).

Early Intervention (EI) is a special education program for infants and toddlers with disabilities or developmental delays to help lessen the impact of the disability on the child's development and education and to help parents and families prepare for future steps in their child's education. Early Childhood Special Education (ECSE) is a federally mandated special education program for preschoolers, age three to kindergarten, with disabilities or developmental delays with the purpose of lessening the impact of the disability or delay on the child's future growth and success in school.

ODE administers the programs jointly, as one program. It supervises the programs for compliance with state and federal regulations, ensuring that programs are using research-based practices and implementing appropriate assessments. Other ODE responsibilities include providing technical assistance to program personnel, ensuring that fiscal records are maintained and audited, and assisting programs with local community collaboration.

Key Partners

Oregon Early Learning Council; Federal Office of Special Education Programs (OSEP); Federal Region X Head Start Office, Administration for Children and Families (ACF); Oregon Employment Department, Division of Child Care; Oregon Home Visiting Program; Oregon Child Development Coalition; Oregon Head Start Association; Migrant/Seasonal Head Start; Oregon Pre-Kindergarten; Tribal Head Start; Schools and Kindergarten Teachers; State Advisory Council for Special Education (SACSE); Oregon Education Association (OEA); Oregon School Boards Association (OSBA); Confederation of Oregon School Administrators (COSA); Children's Institute; State Interagency Coordinating Council (SICC).

2. ABOUT THE TARGETS

ODE set preliminary targets for 2014 and 2015 based on actual data from 2009-10 and 2010- 11. These targets are currently aligned to the 2012 target established for federal reporting purposes.

3. HOW WE ARE DOING

The preliminary 2014 data show Oregon meeting or exceeding three of the six targets, although the data decreased in five of the six areas since 2013.

4. HOW WE COMPARE

Children in both programs are showing a greater than expected growth in the area of social relationships. The majority of children receiving these services improved developmental functioning during their time in the program. Data improved from 2011 in the use of knowledge and skills (thinking,

reasoning, problem solving).

5. FACTORS AFFECTING RESULTS

Early Intervention and Early Childhood Special Education (EI/ECSE) programs serve young children with developmental delays and disabilities, including children with severe disabilities and degenerative conditions. For children with severe disabilities, skill acquisition will proceed slowly; some children may even lose skills. For other children, the interventions help them catch up with other children their age.

**6. WHAT TO BE DONE
NEEDS**

Collecting data on outcomes for young children with disabilities is a complex undertaking and is a relatively new activity for Oregon. Monitoring the quality of the data is an ongoing effort; ODE personnel provide support and technical assistance to programs in their use of the Assessment Evaluation Programming System (AEPS) and the ecWeb online data reporting system; review the ecWeb data collection, verification, and reporting procedures; and review the data with EI/ECSE program personnel. ODE personnel also compare Oregon data with national averages to identify data discrepancies and possible data quality issues.

National data from 2011-12 (most recent data from the Early Childhood Outcomes Center, 2012-13 data will be published later in August) show that Oregon children with disabilities are below (from 8.4 to 38 percentage points) their peers with disabilities in other states in all areas except social relationships. These data, when reviewed with KPM 2 service level data, suggest that in order to improve student outcomes Oregon must improve its service levels to young children with disabilities.

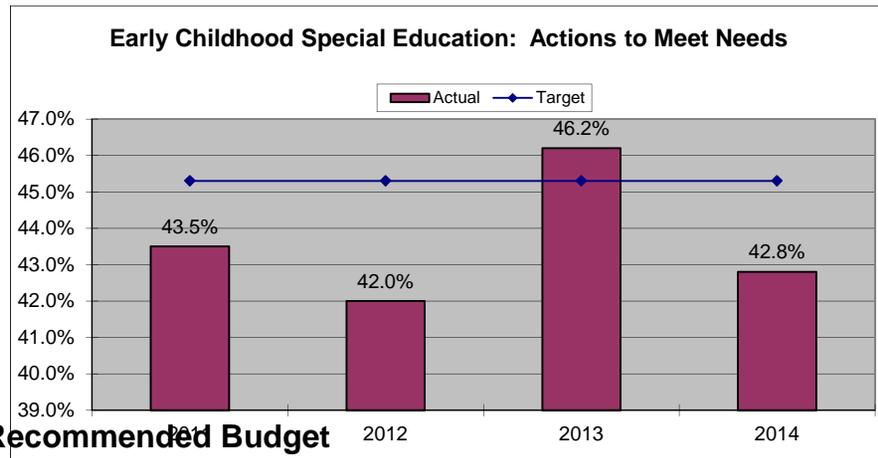
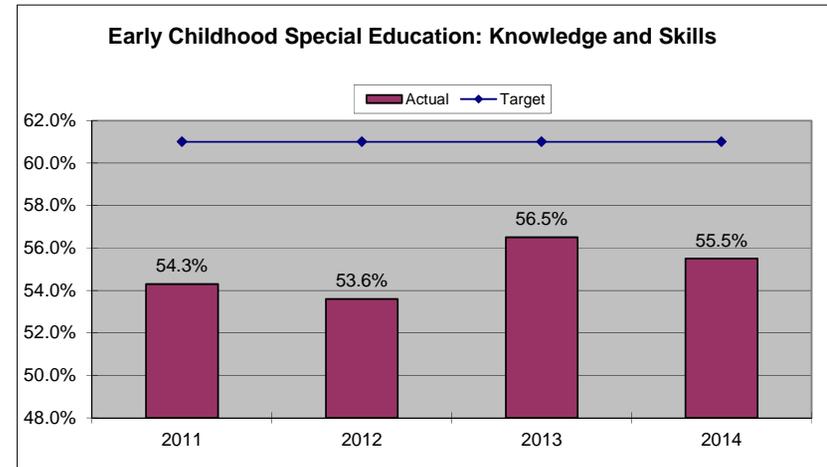
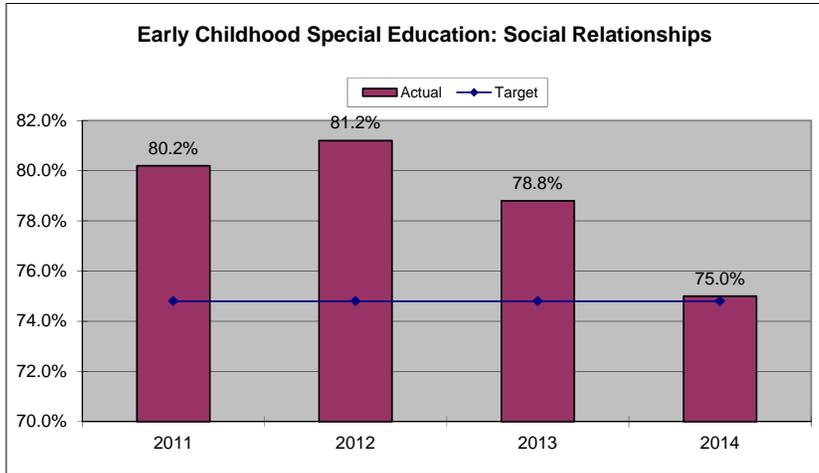
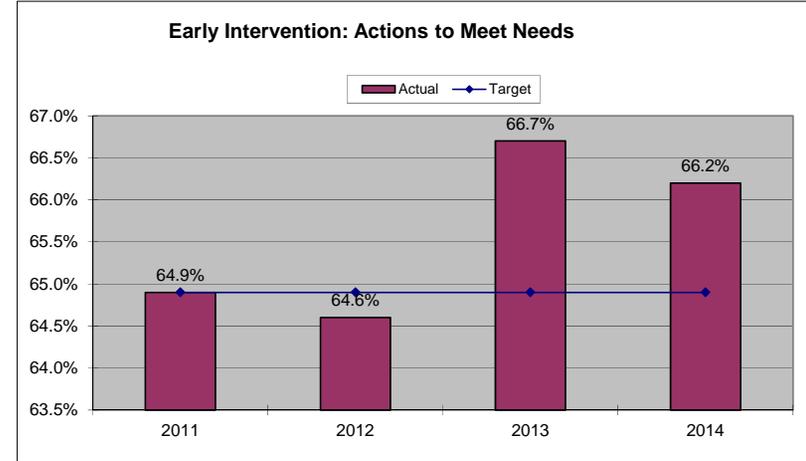
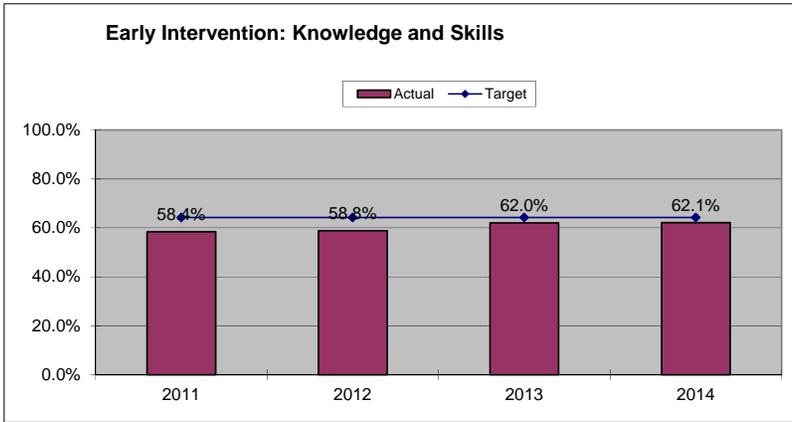
7. ABOUT THE DATA

All EI/ECSE programs in the state are required to report pre- and post-assessment data on infants, toddlers, and preschoolers who have been in the program at least six months. The assessment is conducted at program entry and again when they exit the program (become age ineligible, move, or no longer qualify for services). Data are reported in three outcome areas: Social Emotional Skills, Knowledge and Skills (includes language and literacy), and Actions to Meet Their Needs. Data reporting began in May 2008 starting with all children new to the program (to obtain accurate entry data), so initially there were too few data to establish an accurate baseline. Over time the number of children with both entry and exit data has increased, therefore increasing the accuracy of the data. The percentage of infants, toddlers, and preschoolers leaving EI or ECSE services have *narrowed or closed* the developmental gap. This does not include the percentage of children who started the program at age expectations and maintained that level of functioning at program exit. The purpose of this metric is to focus on the children demonstrating a growth rate that is greater than before intervention. Final data for 2014 will be available in October 2014. ODE will submit an updated report at that time should the final data differ from the preliminary data.

OREGON DEPARTMENT OF EDUCATION

OREGON DEPARTMENT OF EDUCATION Agency Mission: Increase Achievement for All Students.

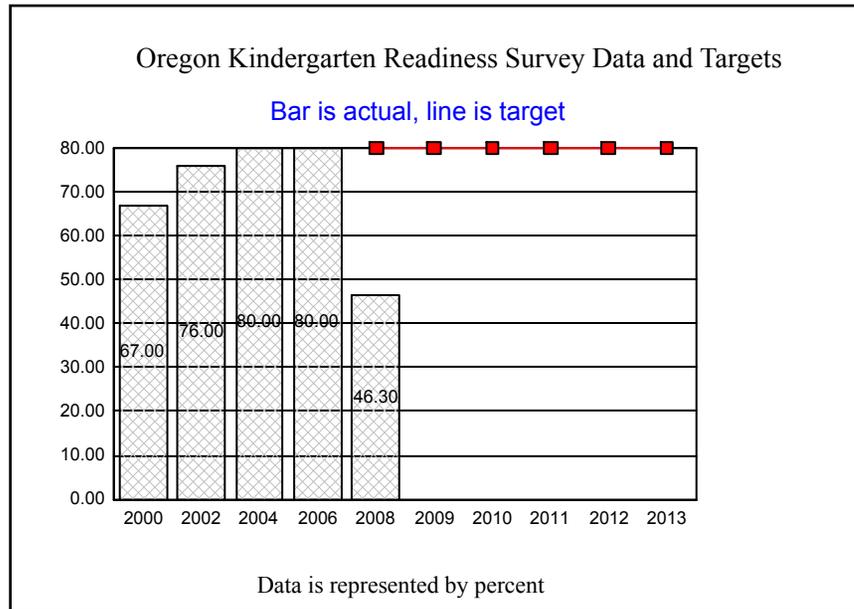
II. KEY MEASURE ANALYSIS



OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS
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KPM #4	KINDERGARTEN READINESS— Percentage of kindergarten children demonstrating readiness criteria.	2000
Goal	STUDENT SUCCESS: Each young child is ready for kindergarten.	
Oregon Context	STUDENT SUCCESS: Young children are successful in kindergarten programs.	
Data Source	Oregon Kindergarten Assessment.	
Owner	Kara Williams, Office of Learning, Student Services Unit, (503)947-5728	



1. OUR STRATEGY

In 2012, the Legislature directed the Early Learning Council and the Oregon Department of Education (ODE) to jointly develop a kindergarten assessment. ODE and

the Early Learning Council developed and piloted the kindergarten assessment in fall 2012. On March 8, 2013 the State Board of Education adopted OAR 581-022-2130 which directs all school districts to administer the Oregon Kindergarten Assessment to students enrolled in kindergarten beginning with the 2013-14 school year. The statewide assessment provides a state-level perspective on some of the skills that students have when they enter kindergarten so that progress can be measured in the years to come. Additionally, the information can help school districts, communities and Early Learning Hubs coordinate an approach to early childhood education and school readiness. In the 2013-14 school year, over 95% of entering kindergarteners participated in Oregon’s new statewide Kindergarten Assessment which focuses on early literacy, early math, and approaches to learning with an emphasis on self-regulation, and inter-personal skills. Upon completion of the first round of statewide assessment an Interpretive Panel, comprised of kindergarten teachers, early childhood educators, school and district administrators, Head Start leaders, and researchers specializing in early literacy, was convened to review data and reporting formats. Panelists reviewed the assessment data and provided feedback on report prototypes, score interpretation, assessment data uses, and messaging. One of the many outcomes of the panel was recommendations for report formats, communications, and ways that the data should and should not be used.

In fall 2014, school districts will again administer the Oregon Kindergarten Assessment to all entering kindergarteners in the first six weeks of school. In addition to the standard early literacy, early math, and approaches to learning measures, the 2014-15 Kindergarten Assessment will also include an Early Spanish Literacy assessment for Spanish-speaking English learners. This assessment encourages the early identification of, and provides a baseline in both English and Spanish for, Spanish-Speaking English Learners.

2. ABOUT THE TARGETS

The 80% targets for 2011-2013 are based on Oregon Kindergarten Readiness Survey data through 2006. In fall 2013, ODE administered a new Kindergarten Assessment measuring early literacy, early math, and approaches to learning. Pending the results of the new assessment, ODE did not establish legislatively approved targets for 2014 or 2015. Starting in 2016, targets for this KPM will be based on baseline data from the 2013 Kindergarten Assessment.

3. HOW WE ARE DOING

In the 2013-14 school year, over 95% of entering kindergarteners participated in Oregon’s new statewide Kindergarten Assessment. The results demonstrated that different populations of children are arriving at kindergarten with different levels of exposure to early literacy, early math, and approaches to learning.

- Early Literacy: On average, students could identify 18.5 letter names in one minute but 33% of entering kindergarteners could name 5 or fewer letters, and 14% couldn’t name a single letter. For English letter sounds, students were spread across a wide range of performance. On average, students could name 6.7 English letter sounds in one minute, but 37% could not identify a single letter sound.

- Early Math: The math results were more evenly spread, with students correctly answering an average of 8 out of 16 questions. 47% of entering kindergarteners answered less than half of the questions correctly.

- Approaches to Learning: The measures of self-regulation and interpersonal skills showed less variation between populations, but did reveal that significant numbers of

children are arriving without some of the basic social-emotional resources needed for success in school. Approximately 25% of entering kindergarteners did not regularly demonstrate self-regulatory skills such as completing tasks and following directions.

4. HOW WE COMPARE

A survey of Oregon school districts in spring of 2012 illuminated the diversity of practice, noting that assessment practices often vary across districts. Of the 98 school districts that responded, 72% were using a locally developed tool for their specific needs. In addition to these locally developed assessments, the districts listed 14 commercially available instruments employed for Kindergarten Entry Assessments. Through statewide implementation of a common assessment tool, Oregon is taking an important step forward in gathering information that can guide policy-making and inform instruction at the local school level.

The selection of the statewide Oregon Kindergarten Assessment takes place in the context of significant education reform in Oregon. The Oregon Education Investment Board has been charged with creating an integrated P-20 education system in which early childhood and K-12 are strongly linked. The Kindergarten Assessment stands between these two systems, offering an opportunity to look backwards to early childhood and forwards to K-12 and providing an opportunity to bridge the two entities of education. Implementation of a statewide assessment in 2013-2014 is a critical component of Oregon’s efforts towards an integrated Preschool to Workforce (P-20W) system. Many states are in the process of developing and implementing Kindergarten Entry Assessments. Some multi-state consortia are forming to collaborate in this work. Nationally, there is work underway to develop and test new kindergarten entry assessment instruments, and state-of-the-art instruments are likely to emerge in the next few years

5. FACTORS AFFECTING RESULTS

Implementation of a statewide assessment will provide a state-level perspective on some of the skills that students have when they enter kindergarten so that progress can be measured in the years to come. Additionally, the information can help school districts, communities and Early Learning Hubs coordinate an approach to early childhood education and school readiness. The point in time, “snapshot” assessment of students upon entry to kindergarten can contribute to and help address important policy questions:

- Are Oregon’s children arriving at kindergarten ready for school?
- Is their level of school readiness improving or declining over time?
- Are there disparities (geographical, cultural, racial, and socio-economic) between groups of children that must be addressed?
- Are there particular domains of school readiness that Oregon should target?

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS
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6. WHAT NEEDS TO BE DONE

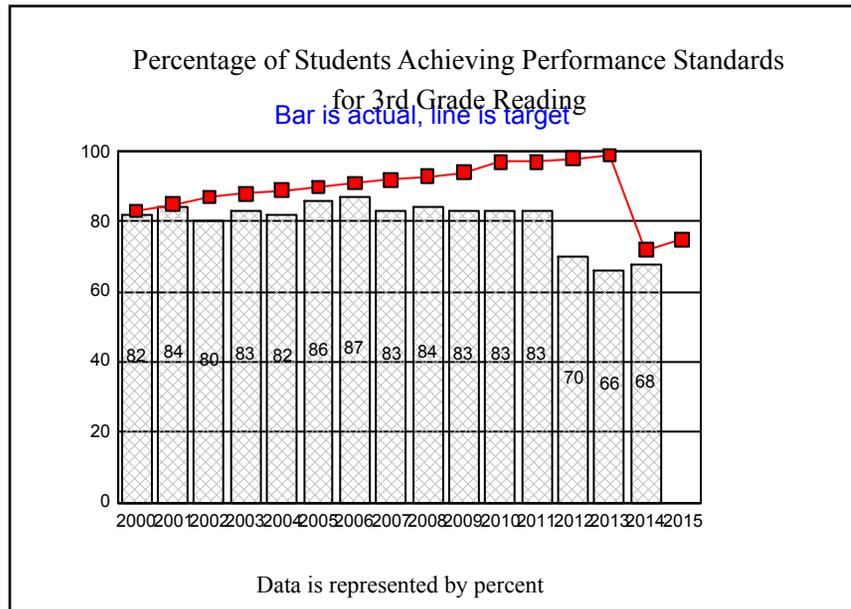
- Address recommendations by the 2013 Interpretive Panel. While many of the recommendations made by the 2013 Interpretive Panel have been addressed, there are still many more to consider regarding data/score interpretation and communication and data sharing with parents, districts, Early Learning Hubs, and other stakeholders.
- Develop efficient and effective data protocols to link kindergarten readiness assessment data longitudinally to early childhood and the K-12 educational data systems to support both a “backward” and “forward” analysis of what is working and where additional attention is needed.
- Develop targets for future years based on baseline data collected in 2013-2014 and 2014-2015.
- Collaborate to refine and improve assessment practices and identify resources to meet the needs of Oregon’s English learners.

7. ABOUT THE DATA

The 2013-14 Kindergarten Assessment was an operational field test of the measures and did not establish performance levels at which a child may be considered adequately prepared for school success. The 2013-14 data is reported in averages; benchmarks or composite scoring is not available. The Interpretive Panel provided strong recommendations that, while the kindergarten assessment data can be a useful tool for learning more about individual students and groups of students, it is important to address the limited nature of the “snapshot” data. While constructs included in the assessment are closely related to later academic success, it is important to consider other sources of information to create a more complete picture of student strengths and potential areas for growth.

OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of		II. KEY MEASURE ANALYSIS
KPM #5	STUDENT ACHIEVEMENT— Percentage of students meeting or exceeding statewide academic performance standards in 3rd and 8th grade reading and math.	2000
Goal	STUDENT SUCCESS: Each student meets or exceeds academic content standards	
Oregon Context	STUDENT SUCCESS: Improvement is shown for all students	
Data Source	Annual Statewide Assessments	
Owner	Mark Freed, Office of Learning, Instruction, Standards, Assessment, and Accountability Unit, (503)947-5610	



1. OUR STRATEGY

Closing the achievement gap is a priority for the Deputy Superintendent of Public Instruction, the State Board of Education, and ODE. Key strategies include:

- Adopting the Common Core State Standards (CCSS) for Mathematics and English Language Arts & Literacy (October 2010). The CCSS are rigorous K-12 standards supported by implementation resources designed for the 44 CCSS states.

- Raising the achievement standards (aka “cut scores”) on OAKS for Mathematics (2011) and Reading (2012) for grades 3 - 8 to create better alignment between the lower grades and the Essential Skills high school graduation requirements for math and reading. Higher achievement standards now on OAKS will help districts and schools prepare for the first CCSS common assessment in spring 2015.

- The ODE strategic plan includes the following objectives: Implement statewide literacy programs so all students read by third grade; Systematically help districts implement Common Core, Next Generation Science Standards, and new statewide assessments; Align and develop statewide capacity to identify, disseminate, and help districts implement effective practices in order to close achievement gaps for ELL students and other historically underserved students; Close the educator equity gap to ensure equitable distribution of the most effective educators in high poverty schools, bi-lingual educators where needed, and educator diversity reflects the student population of schools; Identify and improve Oregon’s chronically underperforming schools; and Launch regional networks focused on developing exceptional educators and implementing effective practices. (<http://www.ode.state.or.us/search/page/?id=3933>)

- The Oregon Equity Lens. The purpose of the equity lens is to clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. (<http://www.ode.state.or.us/superintendent/priorities/final-equity-lens-draft-adopted.pdf>)

- The new Office of Educational Equity in the ODE is focused on eliminating the achievement gap and ensuring that every student meets or exceeds high standards and fulfills his or her potential through the seven keys to success. (<http://www.ode.state.or.us/search/results/?id=187>)

- Continuing support of the Oregon mentor program that will provide support and services for teachers and administrators with less than three years of experience that results in quality instruction and leadership, student achievement, and retention of new teachers and administrators.

- Providing additional supports to schools identified as Priority and Focus schools in the state. This includes working with identified Model schools to serve as mentors and models for other schools around the state. (<http://www.ode.state.or.us/search/page/?id=3742>)

- Providing professional development on the use of data to inform instruction (Oregon DATA Project grant).

- Implementing school improvement professional development (Title I).

- Implementing accountability requirements for schools and districts (ESEA).

Accountability and leadership are both ODE functions related to student academic achievement. By establishing expectations and supports for schools and districts, ODE contributes to the progress that districts and schools are making toward successful outcomes for all students. One accountability and leadership function is the development and administration of the Statewide Assessment System, namely the Oregon Assessment of Knowledge and Skills (OAKS)

Key Partners

Regional Education Service Districts (Regional ESD Partners), school districts, schools, teachers, and other staff; Advisory Team on Underrepresented and Minority Student Achievement; Assessment Policy Advisory Committee; Content and Assessment Panels; Sensitivity Panels; Literacy Leadership State Team (LLST); University Partners; American Institute of Research (AIR); National Assessment Educational Progress (NAEP); American Educational Research Association (AERA); American Psychological Association (APA); National Council on Measurement in Education (NCME)

2. ABOUT THE TARGETS

In December 2006, a representative group of Oregon educators, parents, and other members of the public gathered together to determine how well students need to do on the OAKS tests to be identified as having mastered the state content standards. ODE adjusted the targets for 2008 and 2009 to reflect the changes in statewide standards that occurred in 2006-07. Because the No Child Left Behind (NCLB) legislation required that all students reach 100% proficiency by 2014, ODE set its targets for 2008 - 13 to gradually work toward a target of 100% proficiency. Starting in 2014, ODE will apply targets aligned to the new Annual Measurable Objective (AMO) targets included in Oregon’s ESEA waiver. These new targets will still require Oregon schools to show improvement to help students succeed.

3. HOW WE ARE DOING

The assessment results presented in this report are for 3rd grade reading and math, and 8th grade reading and math. 2013-14 data for 3rd grade reading appear in the graph at the beginning of this report. 2013-14 data for 3rd grade math, 8th grade reading, and 8th grade mathematics appear in supplemental graphs at the end of the analysis for KPM 5 – Student Achievement. Please note that the calculations of actual performance for 2013-14 included in this report are based on preliminary data. In the event that the calculations change once the data goes through final validation, ODE will submit a revised report for KPM 5 – Student Achievement in September 2014.

The actual 2013-14 performance for both grade levels and for both subjects remains below target. 3rd grade reading performance increased slightly from 66% in 2013 to 68% in 2014, and 8th grade reading performance also increased slightly from 67% in 2013 to 68% in 2014; however, performance in both grades remained below the target of 72%. Mathematics performance in both 3rd and 8th grade mathematics did not change from 2013 to 2014 and remained at 61% and 63% respectively.

As with reading, math performance levels for both grades were below the target of 69%. Continued professional support is clearly needed, particularly as all districts fully implement the CCSS and transition to a new summative assessment with more rigorous standards during the 2014-15 school year.

Disaggregated data for subgroups of students is contained in the Statewide Report Card (located at www.ode.state.or.us/search/page/?=1821). Additionally, a breakdown of test results for districts and statewide performance by grade level (3, 4, 5, 6, 7, 8, and high school), and grade level and ethnic group by performance category (meets or exceeds, nearly meets, low, and very low) is available online at www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx. Currently, the Statewide Report Card and Test Result links above contain data from 2003-04 to 2010-11.

4. HOW WE COMPARE

The National Assessment of Education Progress (NAEP) provides a national perspective on student achievement for reading and mathematics. The most recent data is from the 2012-13 school year. (NAEP data are only available for 4th and 8th graders.) In 2013, Oregon 4th grade students performed as well as 4th grade students

in the nation’s public schools in both mathematics and reading. 81% of the Oregon 4th grade students were at or above the NAEP Basic level in mathematics, and 66% achieved the NAEP basic or above level in reading which both represent a non-significant change from the 2011 NAEP assessment.

In reading, Oregon 8th grade students performed higher than students in the nation’s public schools, which was a significant improvement from the 2011 NAEP assessment. 79% of the Oregon 8th grade students were at or above the NAEP Basic level in 8th grade reading. Oregon 8th grade students performed as well as 8th grade students in the nation’s public schools in mathematics with 73% of the Oregon 8th grade students at or above the NAEP Basic level in mathematics. This was a non-significant change from the 2011 NAEP assessment

5. FACTORS AFFECTING RESULTS

The change in achievement standards is a primary factor affecting the change in performance trends starting in 2010-11 for mathematics and 2011-12 for reading, making it difficult to compare recent years’ results to prior years. However, mathematics performance has essentially stayed the same for the past four years since the change in mathematics achievement levels. Reading scores have also essentially remained the same over the past three years since the change in the reading achievement levels. These findings are consistent with those found from the NAEP, which underscore the importance of providing quality opportunities for educators to refine and improve their practice. Additionally, new content standards for mathematics and English language arts were adopted in 2010 (Common Core State Standards), though statewide assessments aligned to these standards will not be implemented until 2014-15.

6. WHAT NEEDS TO BE DONE

In 2013, under the leadership of Governor John Kitzhaber, the Oregon Education Investment Board proposed key strategic investments to support Oregon’s attainment of 40/40/20. Key to this work is a revitalization of the education profession and the establishment of a Network of Quality Teaching and Learning. Conceptualized and passed by the Oregon State Legislature in HB 3233, the Network 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.

One component of the Network is to help implement the CCSS; 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, educator needs, and close achievement gaps.

The purpose of the Network support for Educator Effectiveness (SB290 evaluation and CCSS implementation) is 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 CCSS and educator effectiveness efforts has a greater potential to improve outcomes and equity for all students.

During the 2013-15 school years, ODE will use 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. Additional funds will be allocated to each participating school district by ADMw to support educator effectiveness (SB290) and CCSS implementation based on district-identified needs. In addition, opportunities will be provided for district teams to participate in regional professional networking with the other districts to share best practices. ODE will collaborate with non-profit organizations, postsecondary institutions, and other professional learning providers to support district implementation.

Much of ODE’s work is focused on student success as measured by student academic achievement. ODE’s work on the Student Growth Model will allow ODE to track academic performance data at the student level and provide a longitudinal description of growth and learning. See [KPM 6 – Student Growth](#) for more information

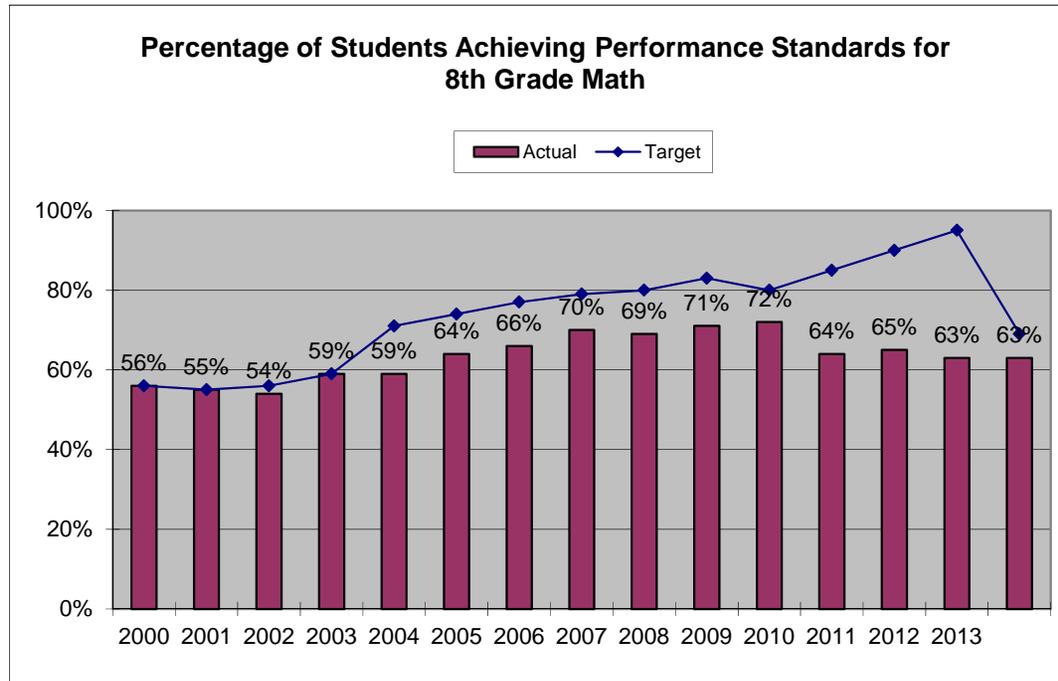
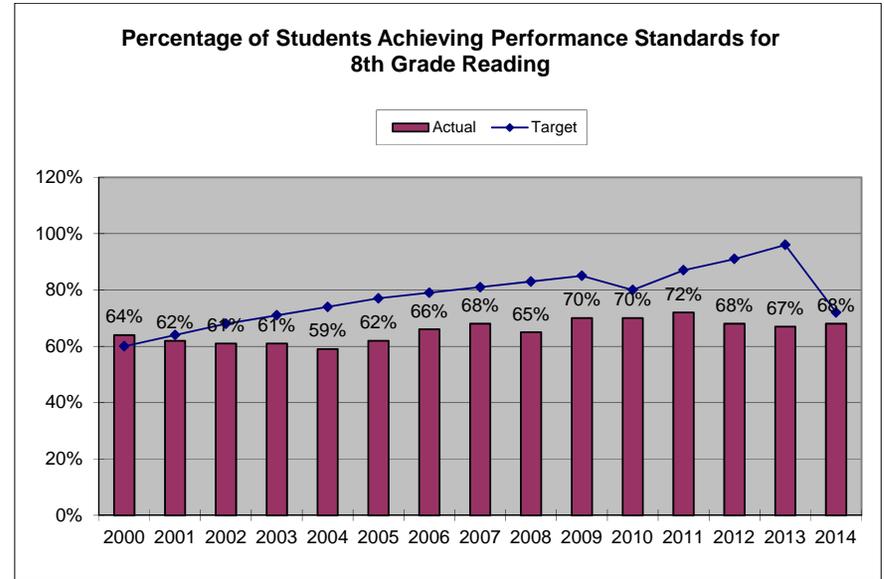
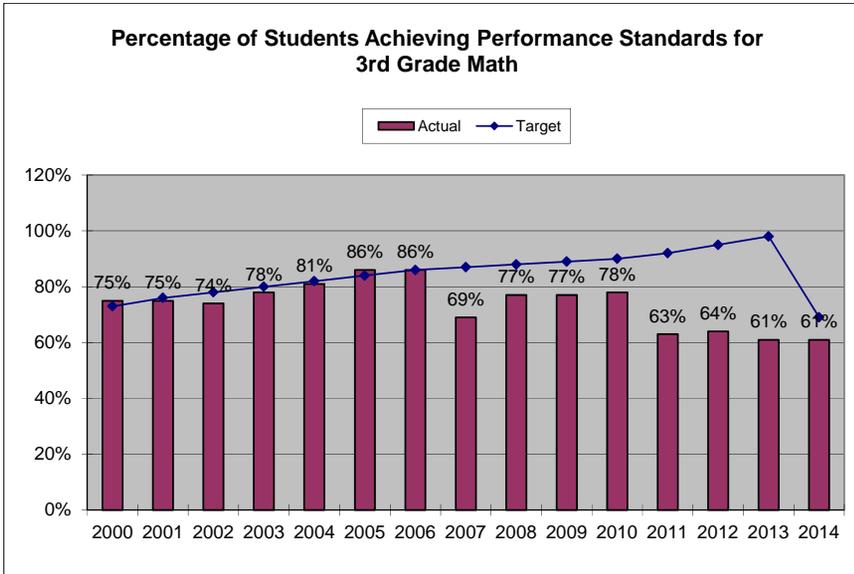
7. ABOUT THE DATA

Achievement standards which establish the minimum scores (“cut scores”) required to meet on the assessments have changed over time and affect the comparability of the results. Mathematics achievement standards were changed most recently in 2010- 11, and reading cut scores were changed most recently in 2011-12. As a result, the percent of students meeting in mathematics in 2011 and later years, and the percent of students meeting reading in 2012 and later years are not comparable to earlier years’ results.

OREGON DEPARTMENT OF EDUCATION

OREGON DEPARTMENT OF EDUCATION Agency Mission: Increase Achievement for All Students.

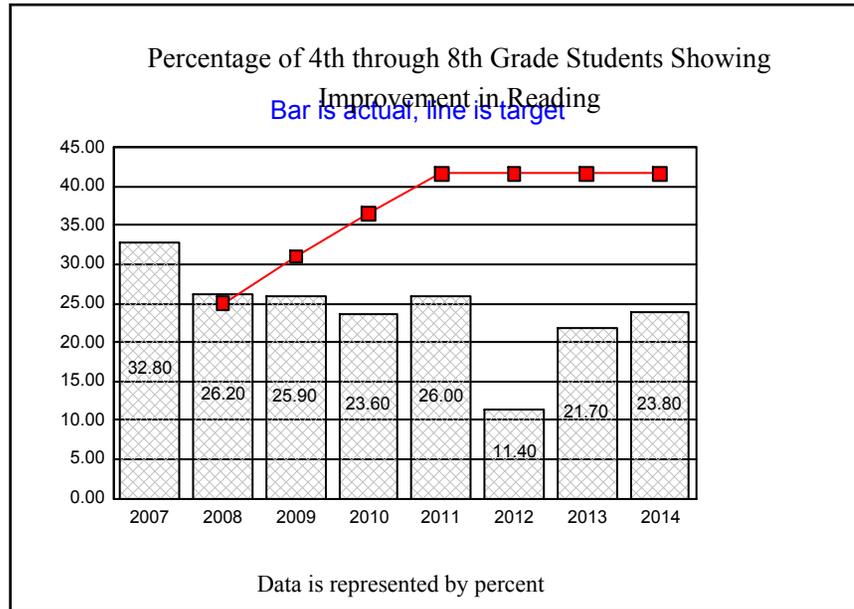
II. KEY MEASURE ANALYSIS



OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS
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KPM #6	STUDENT GROWTH: Percent of students meeting growth targets on statewide assessments.	2007
Goal	STUDENT SUCCESS: Each student meets or exceeds academic content standards	
Oregon Context	STUDENT SUCCESS: improvement is shown for all students	
Data Source	Annual Statewide Assessments	
Owner	Nicole Dalton, Office of Learning, Instruction, Standards, Assessment, and Accountability Unit, 503-947-5603	



1. OUR STRATEGY

Closing the achievement gap is a priority for the Superintendent and Deputy Superintendent of Public Instruction, and the Oregon Department of Education (ODE)

exerts great effort toward improving student achievement. The newly articulated ODE Mission and Values include:

Equity for Every Student. We strive to eliminate Oregon’s achievement gap. We expect every student will meet or exceed high standards and fulfill his or her potential in an adaptive environment of respect and skilled instruction.

and

High Quality Education. We support our education partners in delivering high quality curriculum and instruction, while fostering a love of learning and attending to the needs and wellness of the whole child. We accomplish this by promoting excellent teaching, effective leadership, and continuous improvement at all levels of the system.

Key examples of ODE’s strategies to meet these values and goals are:

- The ODE strategic plan includes the following objectives: Implement statewide literacy programs so all students read by third grade; Systematically help districts implement Common Core, Next Generation Science Standards, and new statewide assessments; Align and develop statewide capacity to identify, disseminate, and help districts implement effective practices in order to close achievement gaps for ELL students and other historically underserved students; Close the educator equity gap to ensure equitable distribution of the most effective educators in high poverty schools, bi-lingual educators where needed, and educator diversity reflects the student population of schools; Identify and improve Oregon’s chronically underperforming schools; and Launch regional networks focused on developing exceptional educators and implementing effective practices. (<http://www.ode.state.or.us/search/page/?id=3933>)

- The Oregon Equity Lens. The purpose of the equity lens is to clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. (<http://www.ode.state.or.us/superintendent/priorities/final-equity-lens-draft-adopted.pdf>)

- The new Office of Educational Equity in ODE is focused on eliminating the achievement gap and ensuring that every student meets or exceeds high standards and fulfills his or her potential through the seven keys to success. (<http://www.ode.state.or.us/search/results/?id=187>)

- Oregon Framework for Educator Evaluation and Support Systems (<http://www.ode.state.or.us/search/page/?id=3637>)

- School Improvement Assistance for Focus and Priority Schools through Oregon’s new Accountability System (<http://www.ode.state.or.us/search/page/?id=3742>)

- Accountability requirements for schools and districts including the Achievement Compact requirement.

(http://www.oregon.gov/gov/Pages/oeib/OregonEducationInvestmentBoard.aspx#Achievement_Compacts)

- The Oregon K-12 Literacy Framework (<http://www.ode.state.or.us/search/page/?id=2568>)

- The Oregon Data Project (<http://data.k12partners.org/>)

- Oregon’s Response to Intervention Initiative (Or-RTI) (<http://www.ode.state.or.us/search/page/?id=315>)

- Resources and Support for Implementation of the Common Core State Standards (<http://www.ode.state.or.us/search/page/?id=2860>)

Key Partners

Regional Education Service Districts, School Districts and schools, teachers and other school and district staff, Advisory Team on Underrepresented and Minority Student Achievement, Literacy Leadership State Team, Accountability Advisory Committee, Content and Assessment Panels, State Board of Education, Oregon Education Investment Board, Oregon Education Association, Oregon Association of Educational Service Districts, Confederation of Oregon School Administrators, Oregon School Board Association, Oregon STEM Council, Oregon Early Learning Council

2. ABOUT THE TARGETS

The goal of this performance measure is to track the rate at which Oregon students transition from “not meeting” to “meeting” performance standards on the Oregon Statewide Assessments for reading and math. By increasing this percentage of individual student growth, schools will also have demonstrated progress in closing the achievement gap. The targets set for 2008–2011 were based on benchmark data from 2006-07 and preliminary data from 2007-08 and were aligned to the No Child Left Behind (NCLB) goal of 100% proficiency by 2014. However, with the U.S. Department of Education’s approval of Oregon’s ESEA Waiver, ODE now uses a norm-referenced growth model for state and federal accountability purposes .

3. HOW WE ARE DOING

The data presented in this report indicate the percentage of students in grades 4–8 showing improvement in reading and math. 2013-14 data for reading appear in the graph above. 2013-14 data for math appear in a supplemental graph at the end of the analysis for KPM 6 – Student Growth. For 2013-14, 23.8% of students who had previously not met reading performance standards transitioned to meeting standards, and 22.3% of students who had previously not met math performance standards transitioned to meeting standards. The 2013-14 data for both reading and math show a slight increase over 2012-13, reflecting slightly higher state performance (see KPM 5). Please note that the calculations of actual performance for 2013-14 included in this report are based on preliminary data. In the event that the calculations change once the data goes through final validation, ODE will submit a revised report for KPM 6 – Student Growth in September 2014.

Since these data are based on the students who did not meet performance standards, a population that should decline over time, the percentages shown for this indicator may show more year-to-year variability than those for indicators that rely on larger student populations.

4. HOW WE COMPARE

This measure is not a required component of federal school accountability, hence we do not have comparative data from similar states .

5. FACTORS AFFECTING RESULTS

Oregon raised reading performance standards in 2011-12. This lowered the percent of students meeting academic benchmarks, and lowered the percent of students who met or exceeded in 2011-12 among those students who did not meet in 2010-11. Additionally, new content standards for mathematics and English language arts were adopted in 2010 (Common Core State Standards), though statewide assessments aligned to these standards will not be implemented until 2014-15.

Low performing students may need targeted intervention strategies to assist them in meeting academic benchmarks. Districts and schools should be using data-driven decision-making to identify students in need of targeted assistance and using research-based intervention strategies to assist these students. Districts and schools should have policies in place to provide targeted assistance to students in meeting benchmarks and to provide professional development to educators to assist them in using research-based intervention strategies. In addition, as districts become more successful at helping their lower performing students meet benchmarks, they may face increasing challenges in moving the remaining students, those who require the most intervention, up to benchmark. This may lead to a situation where performance for this measure declines even as performance for KPM 5 – Student Achievement (the percentage of students meeting benchmark) increases

6. WHAT NEEDS TO BE DONE

Data-driven decision-making: Schools and districts should implement targeted intervention strategies whose goal is to help low performing students reach benchmarks. Many districts are already using various intervention strategies for their students, and ODE is partnering with the Oregon Association of Educational Service Districts (OAESD) to deliver intervention strategies that can work and professional development that will help districts identify students in need. ODE partnered with the statewide Education Enterprise Steering Committee on The Oregon DATA Project a statewide initiative designed to improve student achievement by collecting, analyzing, and using longitudinal data to inform individual instruction. More than 200 school district and ESD educators from all over the state have completed a three-day certification training on using data in the classroom, school, and district to improve instruction through the Oregon DATA Project. ODE has developed a student growth model that is being applied on school and district report cards. Seventy-five percent of the rating is based on growth (50% total academic growth and 25% subgroup growth), and 25% of the rating is based on academic achievement. This model rewards schools not just for students who meet benchmarks, but for students that show significant growth toward meeting benchmarks. This model also rewards schools that demonstrate high rates of learning in addition to high rates of achievement. In particular, schools that are successful with the targeted intervention strategies can be rewarded with higher school ratings.

Evidence-based and Standards-based Instruction: ODE provides targeted assistance to districts and schools to create Title IIA professional development plans to assist educators in delivering research-based targeted intervention strategies for low performing students. Oregon's Response to Intervention Initiative (Or-RTI) is a partnership intended to provide skills and knowledge districts need to build systemic, accurate, and sustainable academic support for all students through RTI, tiered instruction designed to meet every students needs. OrRTI also provides guidance to districts to support implementation of IDEA policy. The goal of Effective Behavioral and Instructional Support Systems (EBISS), a five-year federal grant and an RTI model, is to increase student outcomes by assisting school districts and early childhood programs to implement a continuum of effective and sustainable school-wide academic and behavioral support systems. The Oregon K-12 Literacy Framework is guidance for districts and schools on how to implement a comprehensive reading program that is an RTI model. The Oregon State Board of Education adopted the Framework in December 2009 as a tool for the state, districts, and schools to support reading proficiency, a requirement of the Oregon Diploma. The purpose of the Framework and RTI models for reading is to ensure that all students read at grade level or above as soon as possible after entering school, all students continue to advance in grade-level reading skills each year across the instructional areas in grades 4-12, and all students reading below grade-level receive the strongest reading instruction and interventions possible to help them read at grade level.

The Oregon State Board of Education adopted the **Common Core State Standards (CCSS)** for English Language Arts and Mathematics in October 2010. The Oregon Department of Education (ODE) has formed a Stewardship Team of more than 100 educators and education partners from across the state to lead the implementation of the CCSS that served through July of 2013. CCSS information and resources are provided on the ODE website at <http://www.ode.state.or.us/search/page/?id=2860>. These resources include toolkits and guidance on developing implementation plans that ensure all students are provided instruction in the CCSS and professional development plans to ensure that all administrators and educators have the knowledge and skills to implement the CCSS in all Oregon classrooms. ODE provided a series of 9 webinars throughout the 2011-12 school year and 11 webinars throughout the 2012-13 school year to support implementation of the CCSS (<http://www.ode.state.or.us/search/page/?id=3750>). In addition, ODE partnered with the Confederation of Oregon School Administrators (COSA) to provide 14 regional workshops on the CCSS in 2011-12 and in 2012-13.

In 2013, under the leadership of Governor John Kitzhaber, the Oregon Education Investment Board proposed key strategic investments to support Oregon’s attainment of 40/40/20. Key to this work is a revitalization of the education profession and the establishment of a Network of Quality Teaching and Learning. Conceptualized and passed by legislature in HB 3233, the Network 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.

One component of the Network is to help implement the CCSS; 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.

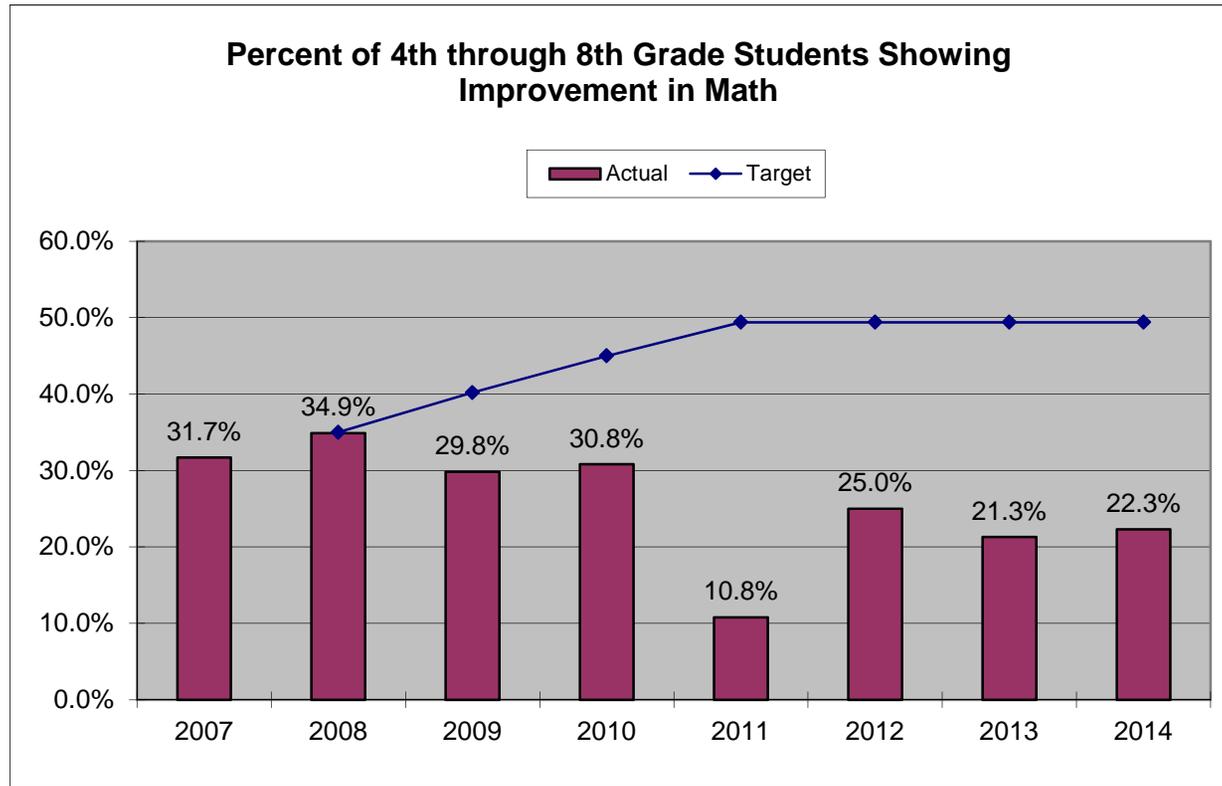
The purpose of the Network support for Educator Effectiveness (SB290 evaluation and CCSS implementation) is to improve educator practice (teaching and leading) and increase student achievement. Combining Network support for these two strategic initiatives increases coherence and integration of policies and practices. These two initiatives are inextricably linked and call for fundamental changes in curriculum, instruction, and assessment. The CCSS and new educator evaluation systems each demand professionals learn new content, new skills, and new approaches to teaching. Integrating CCSS and educator effectiveness efforts has a greater potential to improve outcomes and equity for all students.

During the 2013-15 school years, ODE will use 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. Additional funds will be allocated to each participating school district by ADMw to support educator effectiveness (SB290) and CCSS implementation based on district identified needs. In addition, opportunities will be provided for district teams to participate in regional professional networking with the other districts to share best practices. ODE will collaborate with non-profit organizations, postsecondary institutions, and other professional learning providers to support district implementation.

7. ABOUT THE DATA

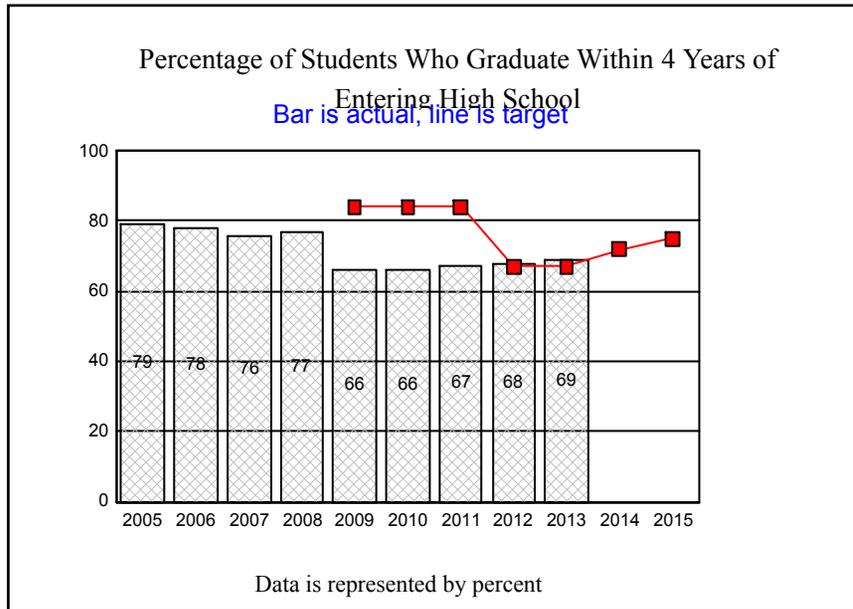
In determining the percentage of students transitioning from “not meeting” to “meeting” performance standards on the Oregon Statewide Assessments, ODE

set the denominator as the number of current 4th through 8th grade students who tested in each of the last two years and did not meet standard in the previous year. The numerator is those who did not meet the first year, but met in the second year. All student test scores are compared to the performance standards in effect for 2006-07 and beyond. Final data for each year is not available until September, following the release of final accountability data.



OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of		II. KEY MEASURE ANALYSIS
KPM #7	HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (three separate metrics).	2000
Goal	STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps	
Oregon Context	STUDENT SUCCESS: All students graduate with a diploma	
Data Source	High School Completers Data Collection, Early Leaver Collection, October 1 Fall Membership Collection, Community Colleges and Workforce Development (CCWD) Data System	
Owner	Bob Salazar, Office of Learning, Instruction, Standards, Assessment, and Accountability Unit, 503-947-5981	



1. OUR STRATEGYKey Partners

Schools and Districts, Education Service Districts (ESDs), Advisory Team on Underrepresented and Minority Student Achievement, Diploma Implementation Advisory Committee, Oregon University System (OUS), Community College and Workforce Development (CCWD), State Advisory Council for Special Education (SACSE), Oregon Education Association (OEA), Oregon School Boards Association (OSBA), Confederation of Oregon School Administrators (COSA), State Board of Education, Chalkboard Project, Stand for Children, and the Oregon Education Investment Board (OEIB).

The State Board of Education adopted new higher graduation requirements in 2008 to prepare students for the demands of college and the work place. The new graduation requirements went into effect with the graduating class of 2012. ODE has been engaged with the rollout work required to better prepare schools and districts to implement the new diploma requirements. This work involves a broad representation of ODE staff, a network of school improvement coaches, education partners, and other stakeholders.

Oregon's 40/40/20 goal aims for 40% of adult Oregonians with a Bachelor's degree or higher; 40% with an Associate's degree or post-secondary credential; and the remaining 20% with their high school diploma, an extended or modified diploma, or an equivalent by 2025. To help achieve this outcome, the 2013 Legislature funded HB 3232 which provides a strategic investment for Guidance and Support for Post-Secondary Aspirations. This strategic investment will support the 40-40-20 goal by supporting students through their middle and high school careers to keep students on track to graduate and supporting programs aimed at providing students with post-secondary opportunities and inspiring students' motivation and sense of potential. In addition, this strategic investment will provide support to expand the Access to Student Assistance Programs in Reach of Everyone (ASPIRE) to additional middle schools, high schools, and community programs across the state. Additionally, to ensure that earning an Oregon high school diploma signifies that students leave high school ready for college or career, the 2013 Legislature has provided funding to support Oregon's implementation of the college- and career-ready Common Core State Standards.

2. ABOUT THE TARGETS

Graduates (9th Grade Cohort): The Oregon Department of Education and State Board of Education have set a goal that every Oregon student will graduate from high school. New diploma requirements approved by the Board set more rigorous academic standards to better prepare students to compete in the global economy and fully participate in our society. ODE recognizes achieving that aspirational goal under the new diploma requirements will require a substantial increase in student academic achievement and expanded support for reducing dropout rates and boosting graduation rates. In moving Oregon towards that goal, ODE set its current targeted percentage of high school graduates at 67% for 2012. Starting in 2014, Oregon has requested adjusted targets that align with federal Adequate Yearly Progress targets and reflect the new graduation rate calculation described in Section 3. How We Are Doing below. For 2014, the graduation target is 72%, and for 2015 the target is 75%. These targets support Oregon's progress toward the 40-40-20 goal to have of 40% of high school students earning a bachelor's degree or higher, 40% earning an associate's degree or other postsecondary credential, and 20% earning at least a high school diploma or its equivalent by 2025. In addition, these targets will be used for both state and federal accountability for schools and districts.

General Educational Development (GED) Test: The new GED test which has been aligned with the common core has brought a higher skill level necessary for those students to pass the test. This may have contributed to a drop in the number of students taking the test. It could also be a reflection of the GED/ Options program which allows a student to continue progressing towards a diploma while studying for their GED test. Increasing the number of students obtaining a GED is a positive alternative to those students dropping out or failing to achieve a degree, but is inferior to those students obtaining a regular high school diploma. Hence, ODE set its current targeted number of GEDs by averaging the number of GEDs awarded for 2002-03 through 2005-06 for a target of 4,216. This target will continue for 2014 and 2015. A new GED assessment on computer aligned with the Common Core State Standards is projected to be in place starting in 2014. ODE will take this new, more rigorous assessment into consideration when developing future targets for this metric.

Dropouts: The state seeks to reduce the number of students who drop out of school as those individuals will typically earn far less during their lifetime and are more likely to require public services and assistance. ODE revised its targeted percentage of dropouts to 4% for 2010 to 2012 to align KPM 7 – High School Graduation with OBM # 22 – High School Dropout Rate. As Oregon continues to transition to more rigorous graduation requirements, Oregon will continue to aim for 4% or fewer drop-outs for 2014 and 2015.

3. HOW WE ARE DOING

2012-13 High School Graduation data shows slight improvement from 68.4% to 68.7% and are presented in the graph above. It did not result in a lower dropout rate, however, which may have been due to the improved data reporting efforts. Previous reports did not include students who dropped out during the month of June. Thus we have a more accurate count of dropouts than previous reports and should be considered a new baseline for future reports. Oregon will continue to aim for 4% or fewer dropouts for the 2014-15 school year. 2012-13 data for dropouts appear in a supplemental graph at the end of the analysis for KPM 7 – High School Graduation. Pursuant to federal guidelines, ODE is reporting cohort graduation rates. The cohort graduation rate we are reporting is the percentage of students who graduate with a regular high school diploma within four years of first entering high school. We produce a rate for each cohort of first time high school students. The cohort we are reporting on in 2012-13 are those students who were first time high school students in 2009-10. Students are added to the cohort if they transfer into the Oregon public K-12 system and are removed if they transferred out of the system, emigrated to another country, or are deceased. This cohort model allows the state to track student progress over time. By using this dynamic tracking, educators will be able to identify periods in a high school education where students are at higher risk of dropping out and direct additional support to help keep students in school.

Under this measure, 68.7% of students entering high school in 2009-10 graduated with a regular diploma within four years. Last year the rate was 68.4%. While this is above ODE’s target of 67%, there were differences in graduation rates for racial/ethnic subgroups. The White graduation rate was 71%, and the Asian/Pacific Islander graduation rate was 84% for Asian students and 64% for Pacific Islander students. The graduation rate for African American students saw an increase from 53.3% to 57%, the Hispanic rate increased from 60% to 61%, and the American Indian/Alaskan Native rate was 52%. Please note that reported performance prior to 2008-09 is not directly comparable to current data due to the change in methodology. A category of critical concern is the Students with Disabilities drop from a significant low of 66% to 64%. A more thorough understanding of the challenges faced by these students’ should be addressed to provide resources needed to

improve student success.

Dropout rates are one-year dropout rates. This year ODE is reporting the dropout rate for 2012-13, which is computed by dividing the number of dropouts in 2012-13 by the high school enrollment in fall 2012-13. The dropout rate has increased from 3.4% in 2011-12 to 4.0% in 2011-12. This is still below ODE’s targeted dropout rate of 4%—a positive outcome; however, when the data are disaggregated into subgroups there are differences in the dropout rates between some subgroups. The disaggregated results are in the Statewide Report Card (located at <http://www.ode.state.or.us/go/ReportCard>). ODE collects graduation and dropout data in the summer and fall following each school year. This means that ODE will report 2013-14 data for KPM 7 – High School Graduation in its 2015 APPR

4. HOW WE COMPARE

The graduation rate and dropout rates provide a more accurate reflection of student success to assist schools, districts, and the state in developing education policies, and, ultimately help greater numbers of students succeed in school. States are in phases of implementing cohort graduation rates, so direct national comparisons are premature. However, based on methodological differences several groups have produced rates that approximate national cohort graduation rates, and these provide some indication of national trends in graduation rates. The goal of 100% of students completing high school by 2025 will be seriously challenged by current results; meaningful systemic change will take time. It will require the deep alignment of essential skills K-12 in preparing students early for academic success and being aware of the characteristics that bring sustained growth for all students.

5. FACTORS AFFECTING RESULTS

The graduation rate is slightly above Oregon’s target rate but disaggregated data show lower graduation rates and higher drop-out rates for American Indian, Pacific Islander, African American, and Hispanic students. There are a wide range of factors that impact the dropout and graduation rates, such as socioeconomic status, academic difficulties, behavioral and disciplinary problems, and disengagement from school. National surveys report that students leave school early because they don’t like school and are not engaged, they are not learning enough, or are failing. In Oregon, the reason cited most frequently for students dropping out was being too far behind in credits to catch up.

While social and demographic factors matter, the students’ educational experience plays a significant role in shaping graduation and dropout rates. Key education-related risk factors fall under academic performance and educational engagement. Students who struggle academically (particularly in math and language arts) and fall behind in credits, and students who are disengaged from school, exhibit disciplinary problems, and have poor relationships with teachers and peers are likely to fall off track and are less likely to graduate.

Dropping out is a cumulative process that occurs over time and often is the end result of unsuccessful transitions throughout the educational experience. Key academic transition points begin in early childhood as students enter kindergarten, transition from elementary to middle school, and enter high school. At these critical junctures institutional and social factors can have a positive or negative influence on students’ educational careers

6. WHAT NEEDS TO BE DONE

To increase Oregon’s graduation rate, it is important to recognize that graduation from high school is a PK-12 phenomenon, not just a high school occurrence. Policies and practices designed to increase graduation need to be implemented throughout the system and should focus on key transition points, beginning with the transition into kindergarten. (For early childhood policies and practices see KPM 1 – Access to Pre-Kindergarten and KPM 4 – Kindergarten Readiness). Policies and practices identified to improve middle and high school transitions include diagnostic, targeted interventions and school-wide intervention strategies. Districts need to collaborate with ODE to implement data systems that most accurately identify reasons for students leaving school early to identify the problem. This should include regular monitoring to follow students and parents as needed. There must also be continued diligence on the part of ODE, districts, schools, and educational programs to reduce the number of dropouts.

Diagnostic Interventions:

ODE needs to continue building “early warning systems” into the PK-20 longitudinal data system for tracking post-high school student outcomes and providing feedback to the state and to school districts. Data should include: attendance, behavior, and academic performance to identify students who are at risk of dropping out. Districts need to implement systems that identify students that are at high risk for dropping out using data on attendance, course failures, grade retention, and behavioral problems and collect more accurate data on reasons for students leaving school early to understand the scope of the problem. This should include regular monitoring and following up with students when needed.

Targeted Interventions:

Districts need to provide academic support and enrichment to improve academic performance and re-engage students in school (e.g. additional academic classes, enrichment programs, extended learning time, tutoring, remedial programs, credit recovery). ODE currently assists districts with implementation of Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS), academic and behavioral support systems that provide high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals, and applying child response data to important educational decisions. PBIS is intended to design systemic behavior support systems which will allow students to focus on instruction and be successful in school. In addition to RTI and PSIS, ODE has implemented the CTE program which is Career and Technical Education. Students involved in the program have exceeded the graduation standards by 21%. The 2011-12 statewide “all students” 4-year cohort of 65% and five year cohort rate of 72.4% barely met the State goals. The CTE Concentrators which are any secondary students who have earned one or more credits in a technical skill course as part of an Oregon State-approved CTE program of which at least one-half of .5 must be designated as a required CTE course for program completion. The cohort data for CTE students is based on the 2011-12 graduates The CTE concentrators 4-year cohort graduation rate was 86.06% and the 5-year graduation rate was 89.52%.The CTE concentrations has similar positive impacts on improving graduation rates for some of our sub-populations as well . As one might expect, the completers graduation rates are even higher. An additional benefit for students is transition to Post-Secondary Education. The collaboration between high school and college officials allows students access to career pathways as modeled by Lane Community College. <http://www.ode.state.or.us/search/page/?id=2901>.

School-wide Interventions:

Schools need to personalize the learning environment and instructional process to create a sense of belonging and foster a school climate where students and teachers get to know one another and can provide academic, social, and behavioral management. Oregon’s education plan and profile, supported by a comprehensive guidance and counseling program, can help to personalize learning. Schools also need to provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate.

7. ABOUT THE DATA

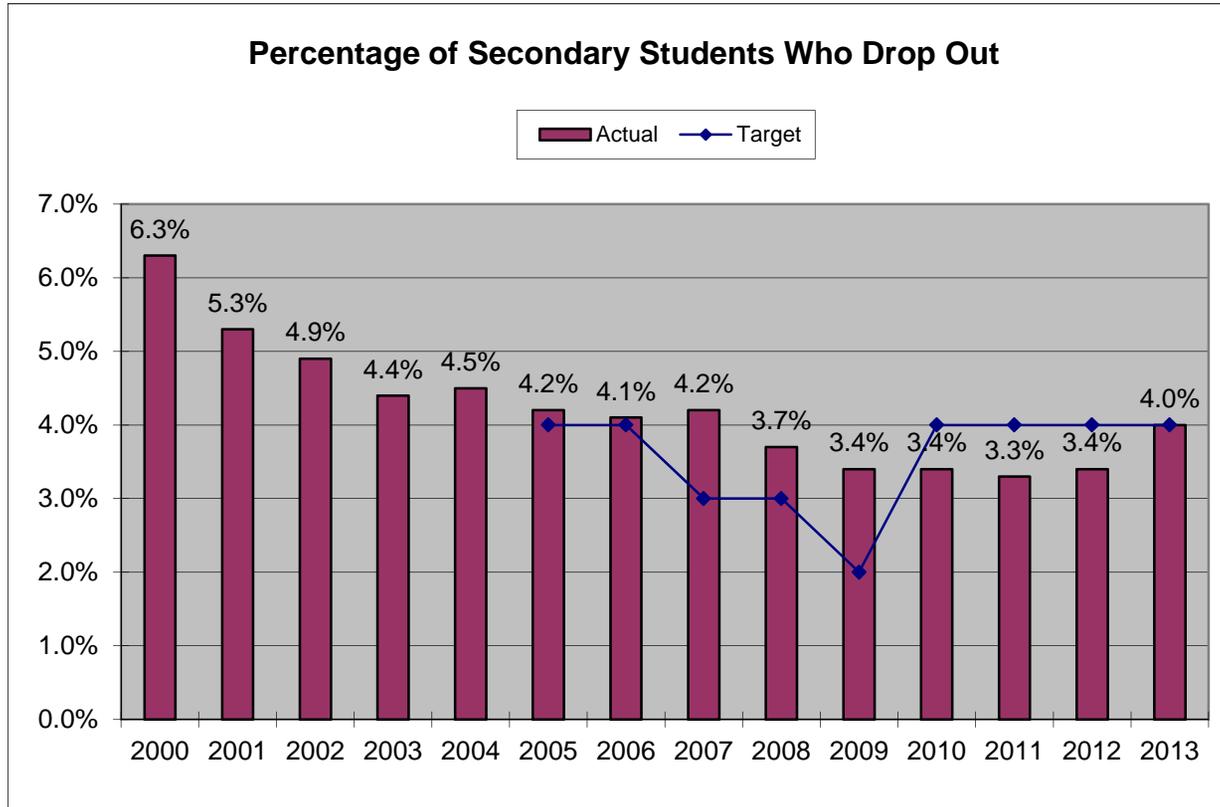
ODE used three metrics for this performance measure this year: 4-year cohort graduation rate, students who earn a GED Certificate and students who drop out of school. Data is lagged by one year, so the 2014 KPM report includes data on the 2012-13 school year.

The cohort model is the formula required by the federal government to calculate graduation rates. This year’s cohort is made up of the students who first entered high school in 2009-10. The cohort is adjusted for students who move into or out of the system, to and from home schooling, private school, other states, emigrate to another country, or are deceased. The cohort graduation rate is calculated by taking the number of students in the cohort who graduated with a regular diploma within four years (by September 1st, 2012) and dividing that by the total number of students in the cohort. GED recipients, as defined by Oregon law, are neither public high school graduates nor dropouts. The percentage of secondary students who dropout is calculated by the count of students enrolled in grades 9 to 12 who dropped out during the 2012-13 academic year (and did not reenroll by September 1st, 2012), divided by the count of students enrolled in grades 9 to 12 on the first school day in October of 2012 in the public schools. ODE uses these three metrics to tell a more complete story about Oregon’s secondary students. The graphs included in this analysis display data through the 2012-13 school year. Disaggregated data for subgroups of students is contained in the Statewide Report Card (located at <http://www.ode.state.or.us/go/ReportCard>). As explained in [Section 3. How We Are Doing](#), ODE collects some of the data included in the graduation and dropout rates in the fall of the following school year, so there will be a one-year reporting lag for those metrics

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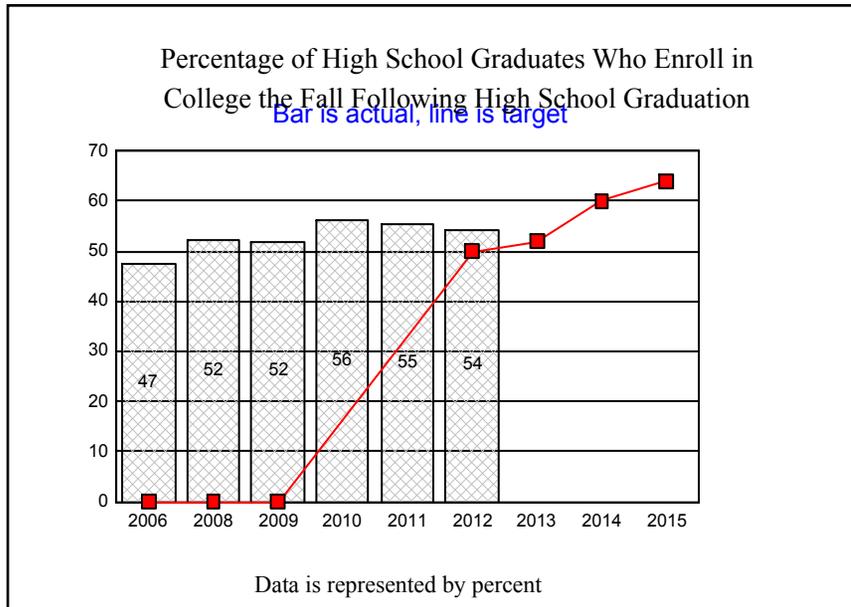
II. KEY MEASURE ANALYSIS



OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS
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KPM #8	COLLEGE READINESS - Success rate, participation rate, and second year persistence rate of Oregon PK-12 students into post-secondary institutions.	2007
Goal	STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps.	
Oregon Context		
Data Source	ODE matches data records for Oregon high school graduates with college-going data maintained by the National Student Clearinghouse. ODE also works with the Oregon University System (OUS) and the Department of Community Colleges and Workforce Development (CCWD) to match data records for Oregon high school graduates with their success in OUS and CCWD institutions. ODE supplements these data with college graduation data from the National Center for Higher Education Management Systems.	
Owner	Brian Reeder, Office of Research and Analysis, 503-947-5670	



1. OUR STRATEGY

The “College Readiness” performance measure is the next-step measure for the successful transition of students from high school to post-secondary education. This measure tracks continued student growth for Oregon’s college-bound students once they leave the K-12 system. The measure provides information on how well Oregon high school graduates are prepared for post-secondary education, allowing ODE to learn how to better assist school districts prepare K-12 students for their next steps.

Key Partners

The Department of Community Colleges and Workforce Development (CCWD) and the Oregon University System (OUS)

2. ABOUT THE TARGETS

ODE obtained baseline data by matching information for 2005-06 high school seniors to databases maintained by CCWD and OUS. ODE also matched student records to data maintained by the National Student Clearinghouse to obtain data for students enrolled in private colleges in Oregon as well as public and private colleges in other states. Based on these data matches and additional data compiled by the National Center for Higher Education Management Systems, ODE has calculated the following baseline measures for Oregon high school graduates. The Baseline Participation Rate is 47.3%. This is the percentage of high school graduates who enroll in a 2-year or 4-year college the fall following high school graduation. The Baseline Extended Participation Rate is 56.6%. The Extended Participation Rate is the percentage of high school graduates who enroll in a 2-year or 4-year college within 16 months of high school graduation. The Baseline Second Year Persistence Rate is 76.7%. The Second Year Persistence Rate is the percentage of first-time college freshmen in 4-year institutions returning their second year. The Baseline Graduation Rate—Bachelor’s degree is 56.6%. The graduation rate for a Bachelor’s degree is the percentage of students receiving their Bachelor’s degree within 6 years. The Baseline Graduation Rate—Associate’s degree is 28.4%. The graduation rate for an Associate’s degree is the percentage of students receiving their Associate’s degree within 3 years.

Based on these baseline data, ODE has proposed the following targets for 2014 and 2015:

- Participation rate: 60% (2014), 64% (2015)
- Extended participation rate: 70% (2014), 74% (2015)
- Second year persistence rate: 82% (2014), 85% (2015)
- Graduation Rate— Bachelor’s: 63% (2014), 65% (2015)
- Graduation Rate— Associate’s: 33% (2014), 35% (2015)

3. HOW WE ARE DOING

Oregon’s current rates for these measures, although improving, are not high enough or improving fast enough to get Oregon to its year 2025 goal of 40% of high school students earning a bachelor’s degree or higher, 40% earning an associate’s degree or other postsecondary credential, and 20% earning a high school diploma (the “40-40-20 goal”). The one bright spot is the second year persistence rate, which was 83* in 2011-12, slightly above target. Oregon’s college participation rate, in particular, must increase dramatically if the state is to reach the 40-40-20 goal.

4. HOW WE COMPARE

Following are Oregon’s rates for the five measures. These data are for 2011-12 with the exception of the Graduation Rates: they are for 2010-11 for bachelor’s degrees and 2008-09 for associate’s degrees. Updated national data for comparison currently are not available:

Participation Rate: 54.2%

Extended Participation Rate: 65.3%

Second Year Persistence Rate: 83%

Graduation Rate— Bachelor’s degree: 56.5%

Graduation Rate— Associate’s degree: 29.3%

Oregon’s participation rate has historically been below the national average and has remain around 55% for the past 5 years compared to the prior year. This suggests that better high school preparation and efforts to improve the affordability of college in Oregon deserve policy focus . In recent years Oregon has been slightly above the national average on the Second Year Persistence Rate and the Graduation Rate for both Bachelor’s and Associate’s degrees, but there is still considerable room for improvement. There are not comparable national data for the Extended Participation Rate .

5. FACTORS AFFECTING RESULTS

A number of factors affect the college participation and success of Oregon high school graduates . Principal among them is the quality of preparation that students receive in high school and in the early grades. A number of other factors, however, also affect the rate at which students enter college and the success they have there, including the impact students’ financial and family circumstances has on their ability to attend college and to remain there once they start.

6. WHAT NEEDS TO BE DONE

Improving performance on these measures will require that students leave Oregon’s high schools better prepared for the challenges of college . The increased rigor of Oregon’s high school graduation requirements, along with the support ODE provides districts in helping students meet those requirements, will be the primary focus of ODE in its efforts to improve the state’s performance on these measures . Additional resources made

available by the 2013 Oregon Legislature, with a sharper focus on programs that are the most effective at promoting student learning , should also provide a longer-term boost in high school graduation and college participation, persistence, and graduation. Oregon is also initiating a set of programs to improve kindergarten readiness and early grade literacy, which over the long-run will improve high school graduation rates and college readiness. College participation and persistence also depend on the ability of students to afford college . Oregon must work to reduce the rate of growth in college costs and college tuition, and the state must also find ways to provide financial aid to students most in need .

7. ABOUT THE DATA

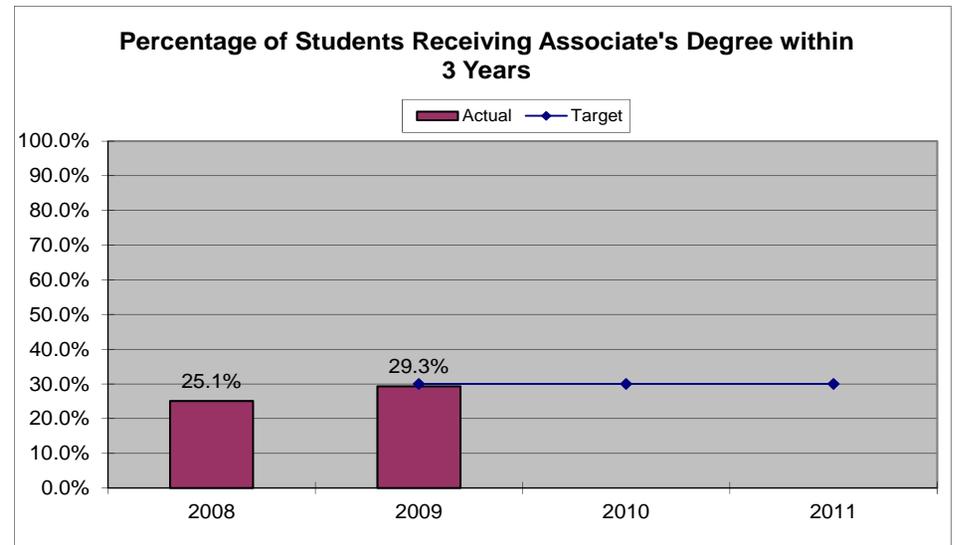
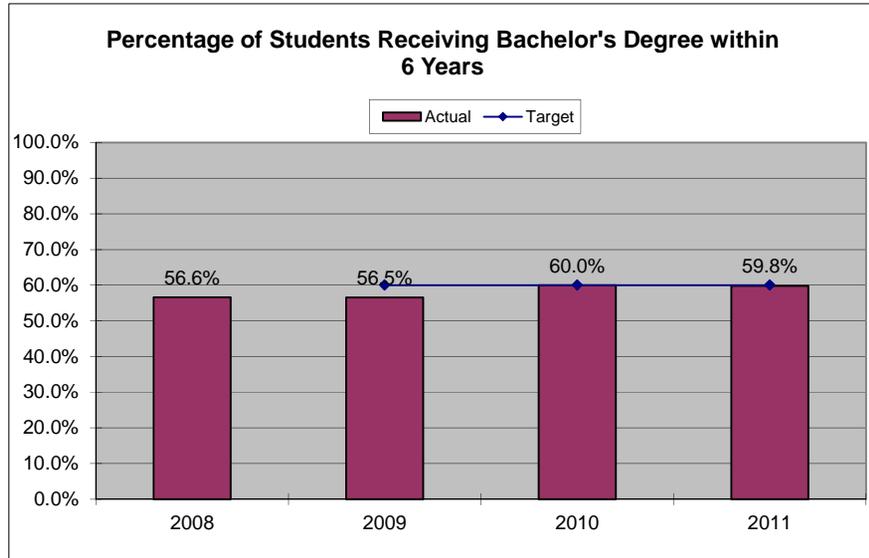
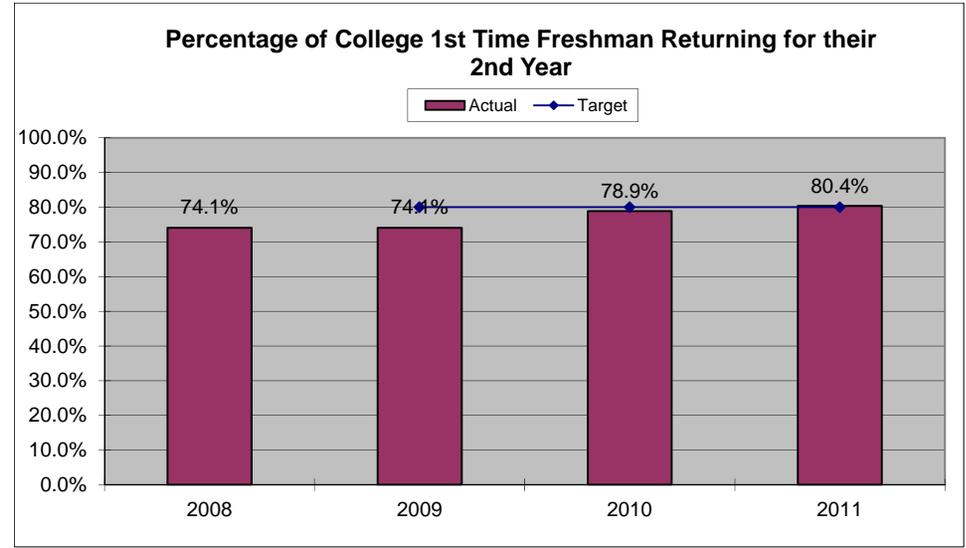
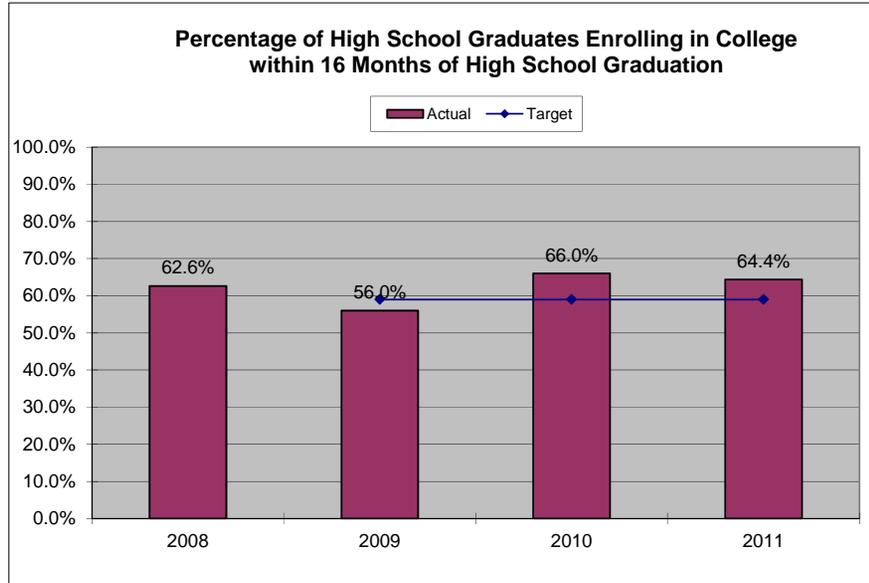
In early 2008 ODE entered into agreements with CCWD and OUS to match data for Oregon high school students with enrollment data maintained by CCWD and OUS. Once those matches were complete, ODE entered into an agreement with the National Student Clearinghouse (NSC) to match data to the databases maintained by NSC. Because NSC maintains data for most private and public colleges and universities in the country, ODE was able to determine which Oregon high school students enrolled in private colleges in Oregon and public and private colleges in other states (the CCWD and OUS matches do not capture students in Oregon private colleges or students attending colleges in other states). This allowed ODE to get a nearly comprehensive accounting of the college-going activity of a cohort of Oregon high school students (we are not able to get information on students who enroll in colleges in other countries). Again in 2010, 2011, 2012, and 2013 ODE matched Oregon high school graduates against data in the National Student Clearinghouse, capturing data for students attending colleges both inside and outside of Oregon, making a separate match against OUS and CCWD data unnecessary.

Using these data, supplemented with data compiled by the National Center for Higher Education Management Systems, ODE calculated the measures presented above. The data compiled by National Center for Higher Education Management Systems is based on a survey done for the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics. Since the IPEDS data are available for all states, it allows us to make comparisons of Oregon to other states and to the national average for four of the five measures presented above. The fifth measure, the Extended Participation Rate, was developed by ODE and, therefore, is not available for other states. The Extended Participation Rate captures the participation of students who delay their enrollment in college for a year after they graduate from high school

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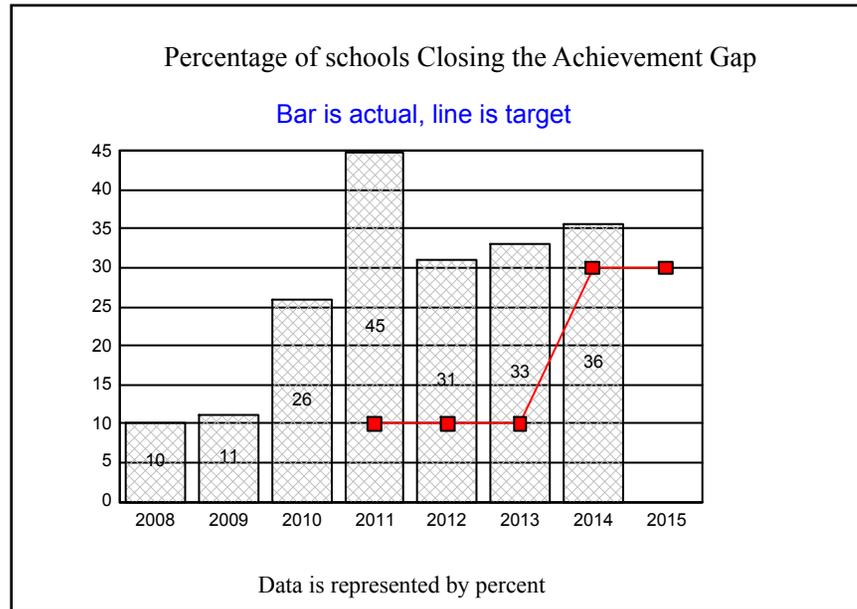
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II. KEY MEASURE ANALYSIS



EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS
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KPM #9	SCHOOLS CLOSING THE ACHIEVEMENT GAP—Percentage of schools closing the academic achievement gap.	2007
Goal	QUALITY SCHOOLS: Schools and districts provide equal performance outcomes for all students	
Oregon Context	QUALITY SCHOOLS: Schools close the achievement gap	
Data Source	Annual Statewide Assessments	
Owner	Markisha Smith, Office of Learning, Equity Unit, 503-947-5669	



1. OUR STRATEGY

Students disadvantaged due to race, ethnicity, poverty, mobility, language barriers, learning disabilities, and other situational factors typically lag behind their

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS
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advantaged, White peers. Even though they may make improvement each year, the achievement gap persists unless they make greater gains. With the application of targeted interventions and supplemental learning opportunities, these students can accelerate their progress. By monitoring the progress schools are making with the various identified student subgroups, ODE is able to target its resources and efforts on specific strategies to help students in greatest need.

Oregon’s 40/40/20 goal aims for 40% of adult Oregonians with a Bachelor’s degree or higher; 40% with an Associate’s degree or post-secondary credential; and the remaining 20% with their high school diploma, an extended or modified diploma, or an equivalent by 2025. Recognizing that closing the achievement gap and ensuring equity and excellence for every learner is essential if Oregon is to reach its 40/40/20 goal by 2025, ODE has established a new Equity Unit within the Office of Learning. The Equity Unit is charged with providing culturally responsive resources, offering technical assistance, and monitoring accountability for schools and districts working on systemic issues around equity and access. In addition, funding from the 2013 legislative session for HB 3233 established a Network of Quality Teaching and Learning; one of this network’s key initiatives is supporting efforts in Oregon’s schools and districts to close the achievement gap by providing support and resources for improved professional development for educators with an emphasis on equity and cultural responsiveness and competency; promoting an increased focus on data-driven decision-making and the development of best practice communities for educators to better support students. This includes supporting the development and implementation of a standards-based curriculum with accessibility supports for all students, including English language learners and students with disabilities. This approach will help the Network to ensure that those students who have been traditionally underserved have meaningful access to the same high quality education as their peers and are supported on their journey toward a high school diploma and college- and career-readiness.

Key Partners

Schools and Districts, Education Service Districts, Post-Secondary Institutions, Community-Based Organizations, Northwest Regional Education Laboratory, education professional groups, local businesses, and the community at large

2. ABOUT THE TARGETS

ODE has set its target at 10% of schools making progress in closing the achievement gap between White students and ethnically, racially, culturally, and linguistically diverse student subgroups in 3rd grade reading, 5th grade math, 6th grade reading and math, and 8th grade reading and math. ODE's targets will be used to forecast probable performance. Additionally, in past KPM reports we have considered the ODE target of 10% of schools making progress in closing the achievement gap between “white” and “Hispanic” student subgroups at the 6th grade level in English Language Arts. ODE's targets will be used to forecast probable performance for this specific demographic .

3. HOW WE ARE DOING

For the 2012-13 school year, students in all subpopulations only showed minimal gains in all categories. The same is true for the 2013-14 school year. These data clearly indicate that significant gaps exist between each subpopulation and White students. Additionally, White students surpassed the overall state average in both 2012-13 and 2013-14. Another interesting aspect of the data is that Asian/Pacific Islander and Asian students in some instances had a higher overall percentage than White students; it would be important to consider what supports exist to move achievement for these students in a positive direction. Overall, with only small gains, Pacific Islander students showed the most growth out of all subpopulations in both years with 5%-7% gains in each grade level and subject reported in this

KPM. There is still much work to do. The data shared here speaks to the persistent gap between diverse student populations and White students which directly speaks to state average. The gap is not only one about achievement; there are also clear opportunity gaps impacting student performance that must be addressed. As the demographics of the state continue to evolve, ODE must stay committed to providing equitable supports and services to ALL students.

Specifically for the Hispanic/White gap at the 6th grade level in English/Language Arts, for the 2013-14 school year, Oregon exceeded the target, with 35.6% of schools attended by Hispanic students in the 6th grade (135 out of 379) lowering the 6th grade reading achievement gap (white vs Hispanic) by at least 10 percentage points. This is clear evidence that gaps still persist, and this is a specific example using one of the demographics used in considering gaps in student populations.

4. HOW WE COMPARE

The achievement gap referenced in this KPM is based on student performance on the Oregon Knowledge and Skills (OAKS) Assessments. This is a statewide assessment used to comply with federal accountability requirements. Since each state currently has its own content standards and aligned assessments it is difficult to compare the results from one state to another . Further, other states use alternative definitions which make direct comparisons impossible.

5. FACTORS AFFECTING RESULTS

Inadequate funding over the past several years has negatively impacted the level of services available to Oregon’s diverse student population. In addition, the English Learner (EL) population as a proportion of all students has been increasing over the past several years. From a positive perspective, there has been an increase in the educational research available to help guide improvement efforts and a greater focus on the traditionally underserved populations. Implementing the statewide student growth model will provide needed information to determine student growth. Finally, a significant staff development effort has been made statewide in providing professional development opportunities for teachers to better address the needs of students of color and EL students .

6. WHAT NEEDS TO BE DONE

ODE needs to continue to expand its efforts to build capacity within districts and schools to implement and sustain improvements in instructional programs and practices to ensure greater student learning. With assistance from ODE, districts should take the following actions:

Schools need to become more focused on fostering excellence for every learner.

Districts need to focus on culturally responsive pedagogy and practices to better address the needs of all learners.

Instructional strategies need to be improved based on research of effective practices.

Districts need to be more intentional in working with their schools to ensure the implementation and evaluation of improvement efforts.

Research-based resources need to be readily and equitably available to all schools and districts in the state.

High quality professional development needs to be provided for teachers and administrators.
Teacher and administrator preparation programs need to be better aligned with the needs of the districts and schools

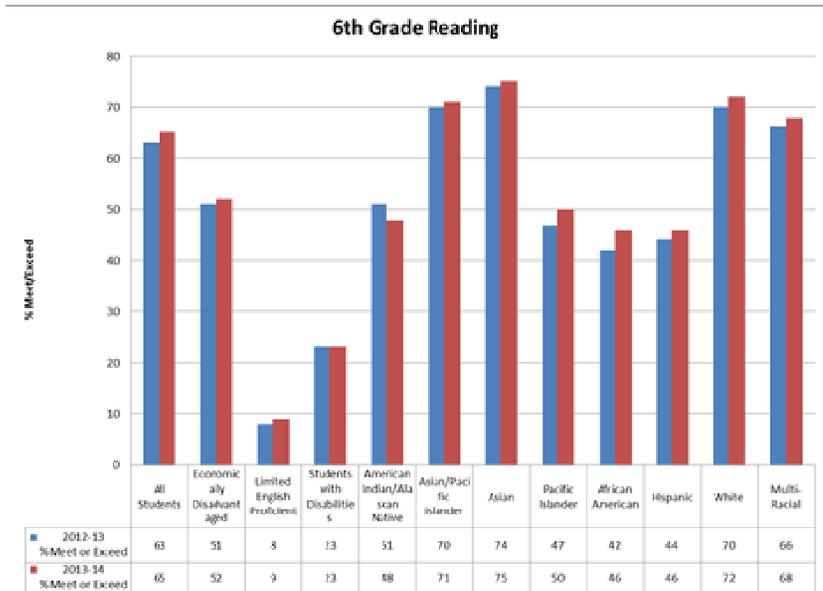
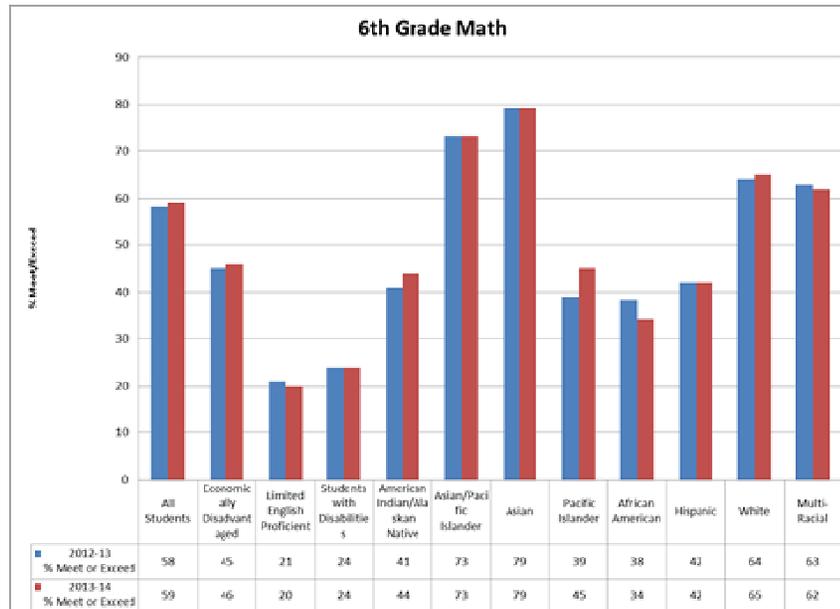
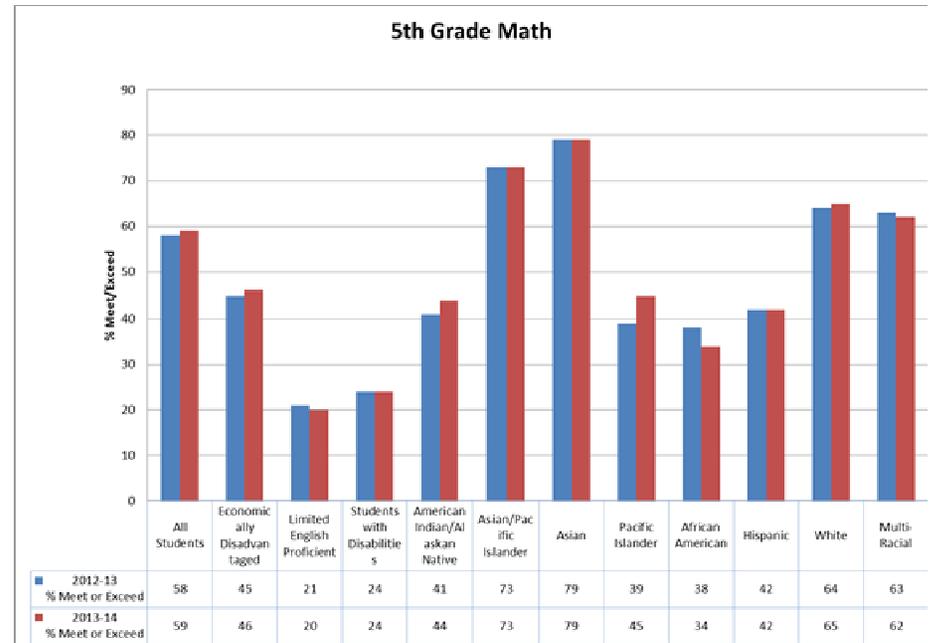
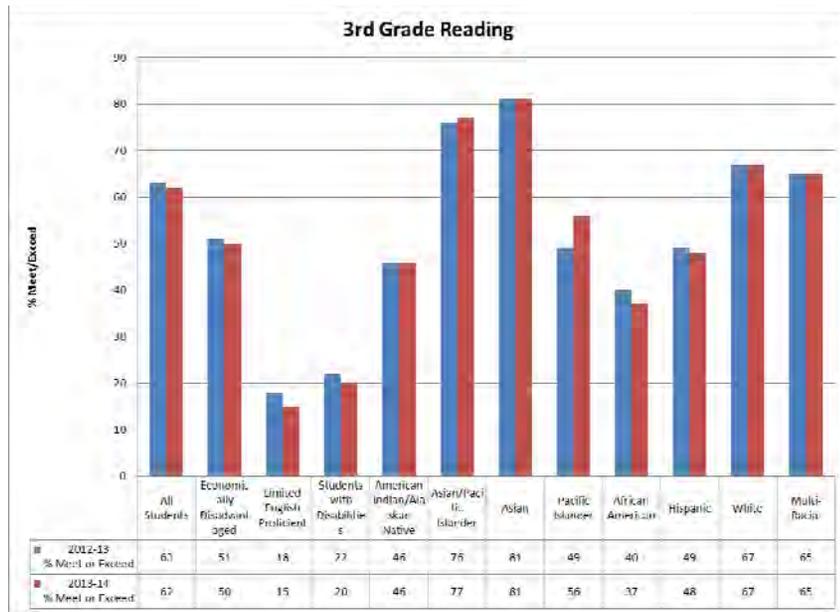
7. ABOUT THE DATA

When calculating performance for this KPM, ODE included the statewide data for students in 3rd, 5th, 6th, and 8th grade who were economically disadvantaged, students with disabilities, and racially/ethnically diverse students as compared to White students at these grade levels. This is a broader definition than that used in the past, which compared the performance of Hispanic students and White students in 6th grade reading. Broadening the focus of this KPM to include a statewide picture highlights the urgency of providing support and services across the state to close gaps students in underserved populations. The nature of this KPM focuses on an overall picture of what gaps exist and how outcomes can be improved for a highly diverse student population. As ODE gathers additional years' data on this KPM, we will consider whether to revise the methodology used in calculating performance for this KPM in future years. The graphs below provide a visual presentation of the data used for this KPM.

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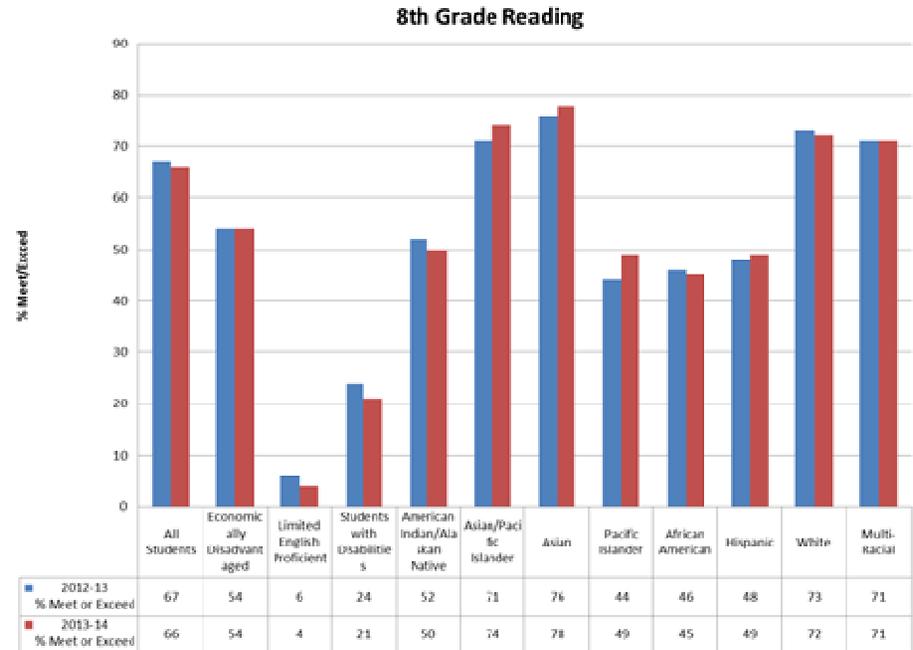
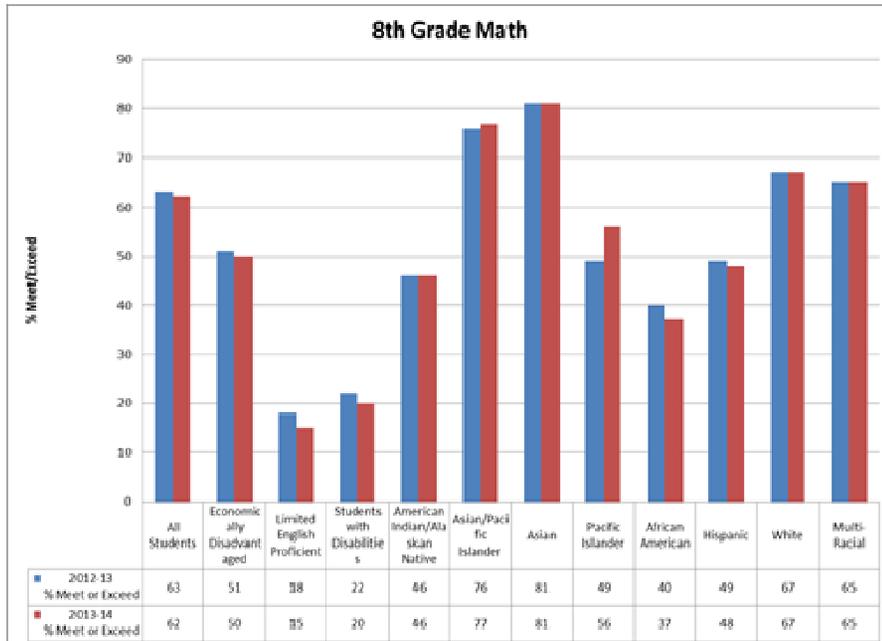
II. KEY MEASURE ANALYSIS



OREGON DEPARTMENT OF EDUCATION

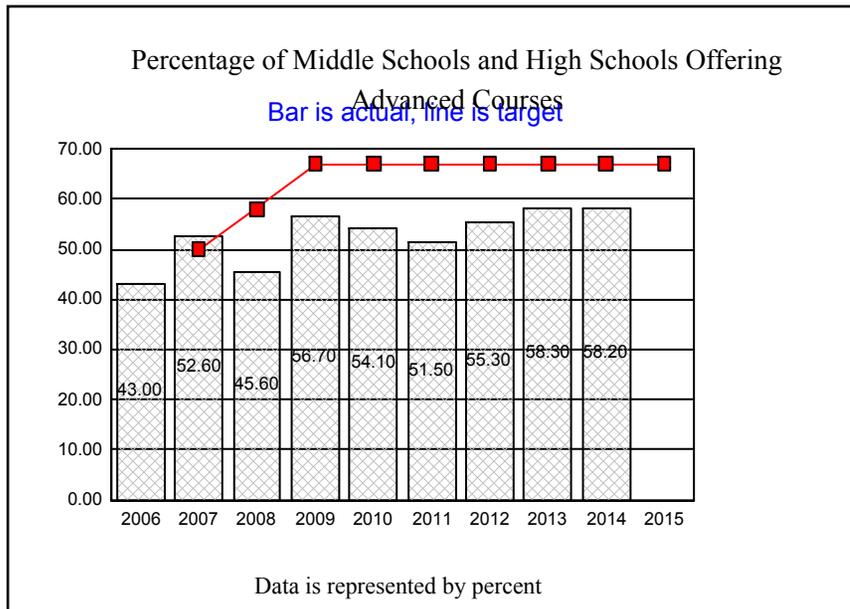
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II. KEY MEASURE ANALYSIS



OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of		II. KEY MEASURE ANALYSIS
KPM #10	SCHOOLS OFFERING ADVANCED COURSES—Percentage of schools offering advanced courses.	2006
Goal	QUALITY SCHOOLS: Schools and districts provide equal performance outcomes for all students	
Oregon Context	QUALITY SCHOOLS: Students have access to learning opportunities for high ability learners	
Data Source	Staff Assignment Collection	
Owner	Andrea Morgan, Office of Learning, Instruction, Standards, Assessment, and Accountability Unit, 503-947-5772	



1. OUR STRATEGY

ODE provides guidance and resources to schools and districts offering advanced curricula and instruction. The Oregon Advanced Placement Incentive Program

(APIP) is an example of ODE’s support for schools and districts. Oregon has twice applied for and received 3-year grants (2003-2006 and 2006-2009) from the USDOE that provided Advanced Placement and International Baccalaureate training and support to students, teachers, counselors, and administrators in schools where 40% or more of the students are qualified for free and reduced lunch. APIP grant competitions were not offered by the USDOE in 2009 or 2010, so ODE was not able to offer funding to schools and districts. ODE submitted a proposal in the USDOE’s 2011 APIP grant competition but was not one of the 12 proposals funded. No APIP competition was offered by the USDOE since 2012. ODE also secures Test Fee Program funding from the USDOE to pay the AP and IB examination fees for income-qualified AP and IB test-takers.

More information about the Oregon APIP, the Test Fee Program, and other advanced program resources are located at <http://www.ode.state.or.us/search/results/?id=118>

Key Partners

The College Board, The International Baccalaureate Organization (IBO), the Oregon Virtual School District, the USDOE for APIP Grant and Test Program Grant, Western Interstate Commission on Higher Education, Consortium for Advanced Learning Opportunities, Advisory Team on Underrepresented and Minority Student Achievement, Oregon University System.

2. ABOUT THE TARGETS

ODE’s targets serve to forecast probable performance. While the performance measure references all schools, ODE has set its targets for this measure based on the number of schools offering courses to students enrolled in middle school or high school (at least grades 7-12) to give a more accurate picture of Oregon’s progress under this measure.

3. HOW WE ARE DOING

In 2013-14, out of 335 schools that offer courses to students enrolled in middle or high school, 195 (58.2%) offered advanced courses (AP or IB). While this is below ODE’s target of 67% of schools, it is consistent with the previous year’s data. It should be noted that the number of schools offering advanced courses (195) has increased by 3 while the number of schools has increased by 6. Oregon and its school districts have faced extremely challenging budgets resulting in some consolidations and closures, and new state investments in advanced courses have just begun. For more information, please see Section 7. About the Data.

KPM 10 – Schools Offering Advanced Courses looks at the specific measure of the percentage of schools offering AP and IB courses. To gain a fuller perspective of how Oregon is doing in offering advanced courses to its students, it may be useful to consider additional measures as well. For instance, concurrent enrollment/dual credit opportunities also provide students with rigorous college-level curriculum and instruction. Unlike students in other states, nearly 19,000 Oregon students earned college academic credit through programs that partner community colleges, colleges, or state universities with local schools to provide college courses at high schools. In 2012-13, the most recent year for which data is currently available, 18,749 Oregon students earned concurrent enrollment/dual credit (an increase of 9.4% from

2011-12). These students might also have been AP or IB test-takers. (Additional information about concurrent enrollment/dual credit opportunities available to Oregon students is located at <http://www.ode.state.or.us/search/results/?id=222>.)

It is also worth noting that in the 5th Annual AP Report to the Nation (page 6) released February 4, 2009, Oregon was one of the top five states with the greatest expansion of AP Scores 3+ since 2003. This means that Oregon has shown growth in the number of students that score at the level at which higher education institutions grant credit. This is a significant accomplishment since Oregon has also increased the number of students taking AP examinations, particularly the number of students from under-represented groups. Typically, when states increase the pool of test-takers, the number of students scoring 3+ on the exams decreases. (The 5th Annual AP Report is located at http://www.collegeboard.com/html/aprtn/pdf/ap_report_to_the_nation.pdf.)

Oregon saw a slight decrease in the number of high schools that offer the International Baccalaureate Diploma Programme. Eighteen (18) Oregon high schools offered IB courses. (Washington currently has 21 IB high schools. Idaho currently has 5 IB high schools.) In 2013-14, 2,036 students took 5,106 IB examinations and 4,137 exams received scores of 4-6 (the range to receive college credit). This reflects a decrease over 2011-12 when 2,091 students took 6,585 IB examinations.

In 2012-13 Oregon’s 8,382 Advanced Placement (AP) test-takers took 21,436 exams and 16,056 exams scored 3-5 (the range to receive college credit). 2013-14 data will be available in August or September of 2014.

The performance measured in KPM 10 has become associated with other initiatives forwarded by Governor Kitzhaber as part of Education Reform. By 2025, Oregon aspires to meet the 40-40-20 goal, for educational attainment and workforce development. It is important to understand that the Governor’s goal includes dual credit programs, in addition to AP and IB. This should open discussion about the scope of KPM 10 and how it might be redesigned to align to the Governor’s targets and initiatives

4. HOW WE COMPARE

While other states publish data on advanced courses, the form and scope of the states’ data does not readily lend itself to a meaningful comparison with ODE’s data. The College Board publishes data comparing Oregon with other states with regards to AP test-takers (http://www.collegeboard.com/html/aprtn/pdf/state_reports/AP_State_report_OR.pdf). The IBO has resumed sharing data with ODE, however it no longer provides a document comparing Oregon students’ performance on IB examinations with that of students from other states and nations as they did as recently as 2008 (<http://www.ibo.org/ibna/media/documents/2008datasum.pdf>). None of the current data reports take into consideration Oregon’s robust concurrent enrollment/dual credit participation.

5. FACTORS AFFECTING RESULTS

There are several factors that affect schools’ abilities to offer advanced courses. Some factors are directly related to funding while others are related to long-held attitudes by district administrators, teachers, and students.

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS
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The 2013 budget note attached to HB 3232 funding, identifying \$2.6 million for students' AP and IB examination fees and IB registration fees for low-income students, is most likely to create increased demand for advanced courses. While news of the funding came after students had enrolled in courses and signed up for the examinations during the 2013-14 school year, numbers did not increase significantly. It is expected that knowing the examinations and registrations will be supported for low-income students and partially paid for all other students will motivate more students to take the rigorous courses and examinations and attempt to earn college credit from the examinations.

During the 2012 Legislative Session (SB 254), \$241,250 was first appropriated to support the implementation and enhancement of the accelerated college credit programs within Oregon's educational system. The request from a single eligible recipient could not exceed \$2,000 per annual application cycle (the current biennium has one application cycle for the 2011-12 and 2012-13 school years). Currently, a total of 24 grants ranging between \$2,000 and \$16,000 are awarded. Recipients are allowed to use the funds for:

- a) Providing (related or relevant) education or training to teachers who will provide or are providing instruction in accelerated college credit programs (not to exceed one-third of the total cost of the education or training),
- b) Assisting students in paying for books, materials, and other costs (except student tuition), other than test fees, related to accelerated college credit programs; and
- c) Providing classroom supplies for accelerated college credit programs.

The bulk of these grants were used to support schools' and districts' dual credit programs rather than Advanced Placement or International Baccalaureate programs. How these grants might affect KPM #10 results is at this time uncertain.

Until 2013, there were no other state funds, and there have been limited federal funds available (only to Oregon APIP participants, schools with 40% or more of the students qualified for Free and Reduced Lunch, or GEAR UP where schools that also must meet high-poverty criteria) for teacher/administrator/counselor professional development for advanced courses. Oregon's "middle income" districts had the least opportunity to develop advanced courses since they are "too rich" for programs for poverty schools, but "too poor" to have their own funding for such a project. Budget reductions at many Oregon school districts were reflected with a decrease in the number of AP or IB courses offered in 2011-12. Increased funding for 2013 holds promise for Oregon schools. Dual credit, early college credit, and accelerated learning programs have been given \$3 million as part of the Strategic Initiatives included in HB 3232 (2013 session). Also passed during the 2013 legislative session were initiatives to provide mentors for at-risk middle school and high school students, to replicate the Eastern Promise accelerated learning system, and to increase science, technology, engineering, and mathematics instruction (STEM). These initiatives also provide support for the development of advanced courses and will impact KPM 10 in the future.

While the College Board does not require that teachers have specific AP training before teaching AP courses, the training is highly recommended in order to give teachers the tools needed to ensure student success. (Teachers must, however, submit an acceptable course syllabus to the College Board through the Course Audit system before a teacher can offer an AP course.) The International Baccalaureate Organization requires that any teacher in an IB program be certified by the IBO. Professional development for administrators and counselors is also necessary in many cases to eliminate the practices within schools that work against access and equity in AP classes. Funding for professional development for late elementary/middle school teachers in pre-AP techniques is also needed to make certain that appropriate rigor is established in curriculum preparing students to take advanced courses. In many cases, students may have the intellectual ability to take advanced

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS
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courses, but they have not had rigorous prerequisite courses that allow students to accumulate knowledge and skills necessary for success in the advanced courses.

Local district budget issues also lead to limiting or eliminating advanced courses. Districts report that AP, IB, and concurrent enrollment courses tend to have fewer students enrolled than regular course-of-study classes. When faced with budget and staffing issues, districts are inclined to eliminate these small sections and require students to take regular course-of-study classes instead of trying to increase enrollment in the advanced courses. Staff reductions can also influence whether a school has staff available for advanced courses.

Small districts may not have enough students to create a separate advanced course, or they might not have staff qualified or interested in teaching advanced courses. School and district budgets also can be a factor. While online advanced courses are readily available, they typically cost between \$200 and \$1,500 per student per course.

Schools can also be challenged by long-held beliefs about which students should take advanced courses. For years, the Advanced Placement and International Baccalaureate programs were seen as appropriate for only the most accomplished students. Today, while both programs believe that with appropriate supports all students should have access to these highly rigorous courses, some schools are still following the earlier practice

6. WHAT NEEDS TO BE DONE

ODE, partnering with the College Board, should encourage districts to take full advantage of tools and resources available to determine which students show potential for advanced courses. The Oregon Legislature supports Oregon students taking the PSAT as 10th graders, and districts should leverage the resulting PSAT data by using the free AP Potential program that goes with the PSAT to identify students that demonstrate the ability to, with instruction, earn 3+ on AP exams. ODE intends to send AP Potential –type communications to all students that show potential on the PSAT in 2014. ODE, partnering with Advancement Via Individual Determination (AVID), and other programs, should provide information to districts about how to support student success in advanced courses, particularly students from underrepresented populations. ODE, partnering with districts that have successfully increased advanced course offerings and student success in these courses , should provide models for other districts to follow as they work to increase their own offerings.

7. ABOUT THE DATA

Although 2007-08 and preceding years used the Class Size collection for its data, starting in 2008-09 ODE has used the data from the Staff Assignment collection which contains all the information needed without some of the reliability issues found with the Class Size collection. The calculation includes all schools that had a high grade of 10, 11, or 12. In 2012-13, there were 335 schools in the Staff Assignment collection that included grades 10, 11, or 12; 195 of them offered at least one AP or IB course.

For this analysis, middle schools and high schools are both included in the denominator because, while most AP and IB courses are offered at the high school level, there are now four Oregon middle schools that provide the IBO’s Middle Years Programme. A more accurate depiction may be extracted by using only high school

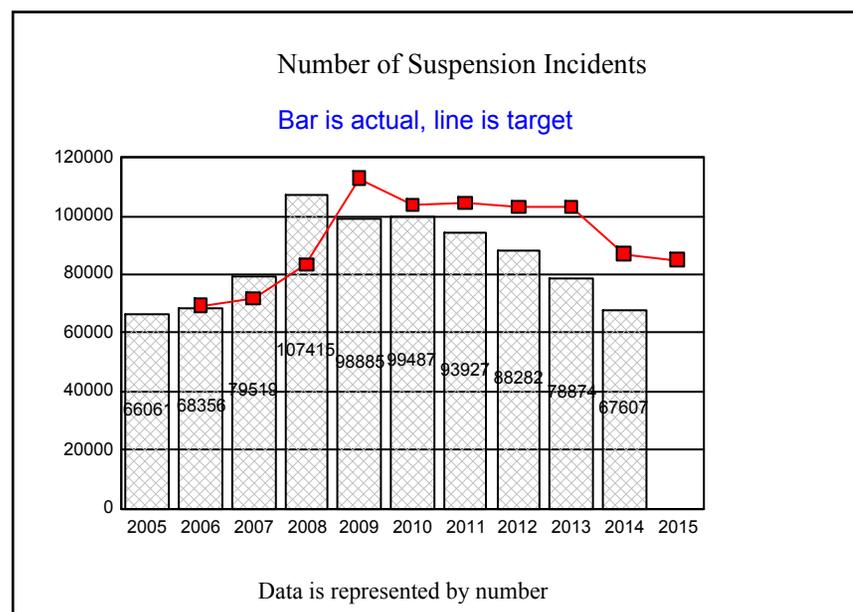
EDUCATION, OREGON DEPARTMENT of

II. KEY MEASURE ANALYSIS

data, with the exception of the middle schools that offer the IBO Middle Years Programme. In the future, ODE may also want to redefine this KPM to include the data about high school students' concurrent enrollment/dual credit participation in post-secondary academic programs

OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of		II. KEY MEASURE ANALYSIS
KPM #11	SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type.	2005
Goal	QUALITY SCHOOLS: School environments provide a safe, engaging and respectful environment free of drugs, alcohol, and violence.	
Oregon Context	QUALITY SCHOOLS: Students want to be in school, learning	
Data Source	Discipline Incidents collection	
Owner	Mitch Kruska, Office of Learning, Student Services Unit, (503)947-5634	



1. OUR STRATEGY

Data collection, analysis, and reporting are ODE’s primary activities related to this performance measure. ODE ensures that schools develop and implement corrective action plans as necessary to ensure safe school environments.

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS
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Key Partners

Schools, Districts, Educational Service Districts (ESDs), Juvenile Justice, Oregon Youth Authority (OYA), Department of Human Services (DHS), and Youth Development Council (YDC)

2. ABOUT THE TARGETS

ODE’s target for this measure is used to forecast probable future performance; it indicates that the number of suspensions, expulsions, and truancy incidents in a given school year should not increase. It should remain relatively stable or equal to the number of incidents in the preceding school year. However, we strive for and desire fewer incidents of expulsion, suspension and truancy. The target through 2013, is calculated as no more than a 5% increase above the number of incidents from the preceding school year. Methodological changes that occurred starting in 2008 have allowed ODE to collect new baseline data and give us a better understanding at present of the data trends to help ODE set more precise targets moving forward. In the graph above and in the supplemental graphs located at the end of KPM 11 – Suspension, Expulsion, and Truancy, ODE has presented the targeted number of incidents for 2014 and 2015 by averaging the number of incidents occurring in 2008 - 2011. Since the data for the number of expulsions, suspensions and truancy incidents have remained relatively consistent, ODE’s new targets project a relatively stable but downward trend in the number of disciplinary incidents and resulting actions. These projections and targets are listed in the graph at the end of this document.

3. HOW WE ARE DOING

In the 2013-14 school year, decreases were noted from the previous year in the number of expulsions, suspensions, and truanities statewide. (Note: as discussed in Section 7. About the Data, suspension data includes both in and out of school suspension incidents.) Incidents of suspension decreased by approximately 14.2% overall from 78,874 in 2013 to 67,607 suspensions in 2014. The incidence of truancy events decreased by approximately .4% overall from 32,705 to 31,327. Moreover, incidents of expulsion decreased approximately 12.7% from the previous year from 1,508 to 1,315. This means that Oregon continues to meet the target for all three metrics, and actually continues to demonstrate significant decreases in the number of incidents from year to year. 2013-14 data for the number of expulsions and truancy events appear in supplemental graphs at the end of the analysis for KPM 11 – Suspension, Expulsion, and Truancy. To truly assess how Oregon is doing in providing its students with a safe school environment, KPM 11 – Suspension, Expulsion, and Truancy must be considered hand in hand with KPM 12 – Safe Schools. The expulsion data (weapons and arrest for violent crimes) from KPM 11 – Suspension, Expulsion, and Truancy form the criteria used to designate a school as persistently dangerous in KPM 12 – Safe Schools. Schools on the “watch list” have two years to demonstrate they have established a safe and healthy learning environment for students or they are designated as persistently dangerous. The data for KPM 12 – Safe Schools continues to indicate that the type and number of disciplinary incidents and resulting actions that would designate a school as persistently dangerous or as unsafe and on the watch list are not occurring. Oregon continues to have zero (0) schools on the watch list as unsafe and none are designated as persistently dangerous.

4. HOW WE COMPARE

It is difficult to make comparisons with other states because the criteria used by schools in other states regarding the use of expulsions or suspensions can vary greatly. Moreover, the kinds of student behaviors resulting in expulsions, suspensions, and truancy events vary from state to state, and the definitions of various behaviors can vary a lot from state to state as well. Given these facts, making meaningful comparisons might not be possible or valid.

5. FACTORS AFFECTING RESULTS

Because schools and districts set their own policies for when to discipline students, as well as what constitutes suspension, expulsion, and unexcused absences resulting in truancy events, data between Oregon schools also varies. The composition and demographics of schools across the state further impacts the disciplinary actions taken and subsequently, the data as well. As a result, changes in the number of reported incidents in a given year may indicate schools and districts are becoming more cognizant and diligent in their efforts to eliminate problematic student behavior and are using positive alternatives to suspension or expulsion to address problem behavior. In addition, the changes may also be reflective of situational occurrences and changing demographics influencing the incidents of problematic student behavior. In recent years, school- and district-wide initiatives have been implemented using research-based prevention programs, applying more proactive and positive alternatives for disciplining students. These prevention programs and alternative strategies could be associated with decreases in behavior problems and the use of suspension and expulsion. Additionally, familiarity with the discipline data collection and its relevant specifications has increased in recent years, which serves to raise awareness and assist school districts in more effectively intervening, monitoring, regulating, and disciplining students.

6. WHAT NEEDS TO BE DONE

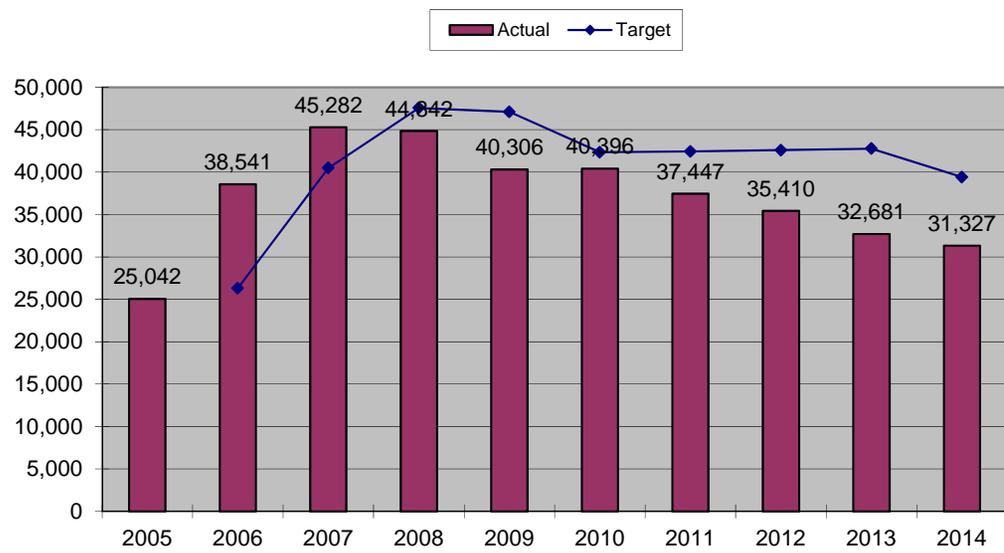
Efforts to identify and eliminate problematic student behavior through prevention and the incorporation of positive, restorative, and proactive behavioral strategies must continue. Furthermore, there needs to be a focus on school climate, school culture, and the use of Social-Emotional curricula in schools, including the promotion of positive relationships to effectuate healthy and safe learning environments. Resources and funds are needed to support programs focusing on the prevention of violence, substance abuse, and bullying behaviors amongst students. Moreover, student wellness and positive relationships need to be promoted, established, and maintained. Providing multi-tiered data-driven responsive systems to encourage relationships and pro-social behavior is imperative for districts and school communities. In order to continue the trend of reducing suspensions, expulsions, and truancy events, the availability of resources will be crucial for our districts to continue to provide efficient, data-driven, and responsive practices. The provision of best practices and research-based prevention/intervention programs must persist; it is critical for the continuance of safe learning environments and the

success of each and every student. ODE and its partners have developed an online website that provides a clearinghouse of resources to educate, guide, and support safe schools' prevention and intervention efforts. The information provided supports school personnel, parents, students, and community members alike across the state of Oregon.

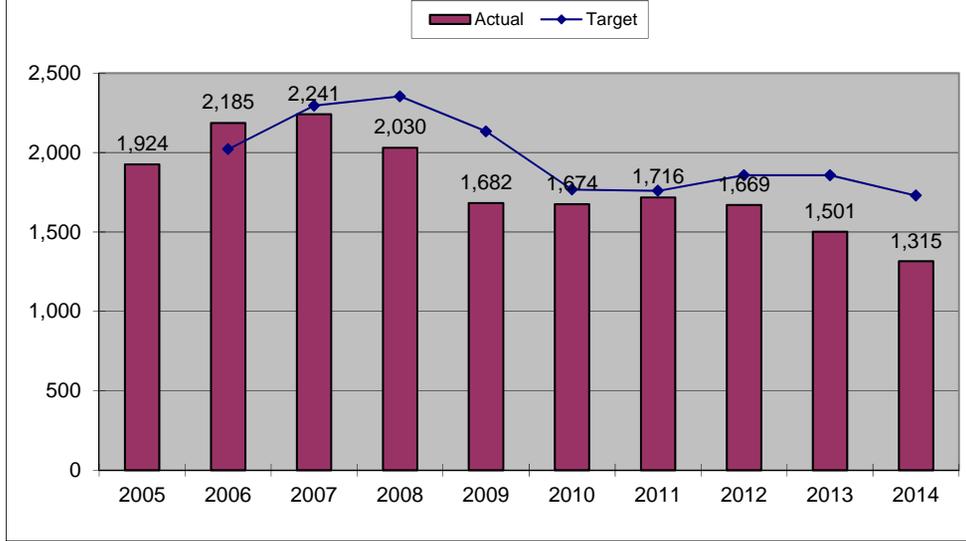
7. ABOUT THE DATA

The 2013-14 suspension, expulsion, and truancy event data pertain to the total number of unduplicated incidents, not to the number of students whose behavior resulted in such incidents. Data about student suspensions, expulsions, and truancy incidents are collected from districts at the student level. Starting with 2005-06, the suspension data represent in and out of school suspension incidents. All expulsions are out of school, and truancy events are a form of self-exclusion. Starting with 2007-08, the data collection used by ODE changed from the Suspension, Expulsion, and Truancy collection to the Discipline Incidents collection. Getting schools and districts to understand the data collection, as well as reporting and submitting the data accurately to the collection has been an ongoing process. Schools and school districts both continue to demonstrate great improvement in their data quality.

Number of Truancy Incidents



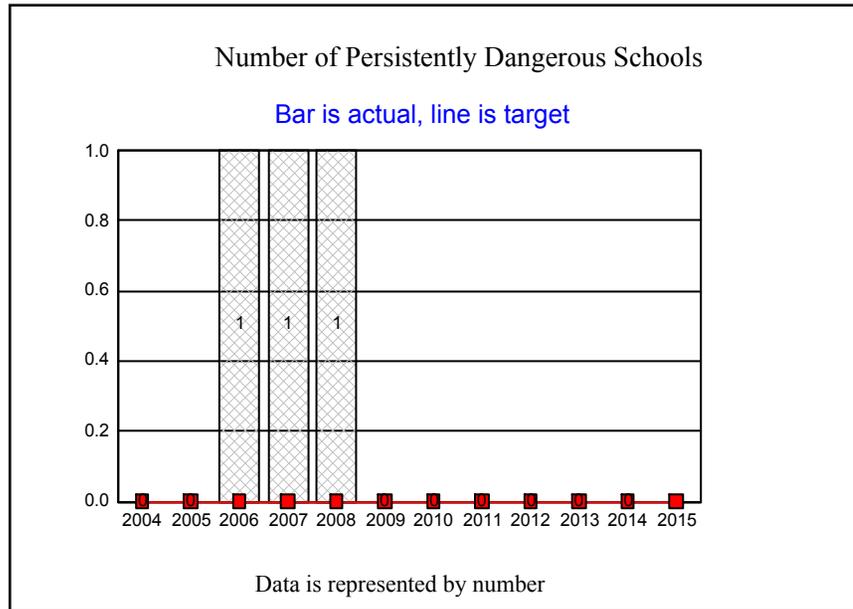
Number of Expulsion Incidents



OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS
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KPM #12	SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the “watch list.”	2005
Goal	QUALITY SCHOOLS: School environments provide a safe, engaging and respectful environment free of drugs, alcohol, and violence	
Oregon Context	QUALITY SCHOOLS: Students want to be in school, learning	
Data Source	Schools are named persistently dangerous based on number of expulsions	
Owner	Mitch Kruska, Office of Learning, Student Services Unit, (503)947-5634	



1. OUR STRATEGY

The Oregon Department of Education (ODE) is required by the Elementary and Secondary Education Act (ESEA) of 2001 to establish a “school choice” policy for students attending “persistently dangerous” schools. ODE has established criteria to identify schools that must

offer students a choice of where they wish to attend school if their resident school has had to issue a certain number of expulsions for weapons and violent criminal offenses over three consecutive school years. In addition, ODE has established criteria to identify schools that are at risk for being “unsafe” or dangerous. Unsafe status includes schools with fewer than three hundred enrolled students having nine or more expulsions for weapons and/or violent criminal offenses, or three expulsions for weapons and/or violent criminal offenses for every one hundred students in larger schools.

If the number of expulsions with the above criteria in any given school identify it as “unsafe,” the district and school are required to take immediate action to remedy the situation. ODE is accountable to ensure that a school or district develops and implements a corrective action plan to reduce the number of expulsions and address the “unsafe” situation. If a school or district remains unsafe for three consecutive years, as noted above, they are deemed persistently dangerous, and parents and students have the option of re-enrolling in another school. In December 2008, at the request of legislators, schools, and other partners, ODE went through the process of refining Oregon’s definition and criteria for identifying an unsafe school, as indicated above. This definition went into effect in the 2009-10 school year.

Key Partners

Schools and Districts, ESDs, Oregon Health Authority (OHA), Oregon Youth Authority (OYA), Juvenile Justice Department, Youth Development Council (YDC)

2. ABOUT THE TARGETS

ODE believes that no school should be persistently dangerous and thus, ODE’s target is zero (0) Oregon identified as such. To help identify schools at-risk for future identification as persistently dangerous, ODE had previously set a target of 10 or fewer schools on the unsafe school “watch list.”

3. HOW WE ARE DOING

The 2013-14 data for the number of schools on the watch list appear in a supplemental graph at the end of this analysis for KPM 12 – Safe Schools. In 2013-14, Oregon met the target of zero (0) persistently dangerous schools. This is the sixth consecutive year that Oregon met its target. The number of schools on the watch list continues to remain at zero (0) as well for the 2013-14 school year, meaning that Oregon continues to meet its target.

4. HOW WE COMPARE

Each state is required to develop its own definition of “persistently dangerous” schools based on federal guidelines. The definitions vary greatly between the states and thus, a meaningful comparison would be difficult to obtain.

5. FACTORS AFFECTING RESULTS

Oregon’s more recent definition and criteria for unsafe, as indicated above and first implemented in 2009-10, uses slightly less stringent standards in regards to the number of expulsions needed for schools to meet the criteria of being on the unsafe school watch list. Individual schools could have up to nine expulsions per three hundred students each year according to the current standards, as opposed to five expulsions per three hundred students prior to the 2009-10 school year. However, the types of offenses (violent criminal offenses and weapons offenses) associated with expulsion and a school being considered unsafe has remained the same. Also, as noted in [KPM 11 – Suspension, Expulsion, and Truancy](#), the number of expulsions in a given year may indicate a heightened awareness of school safety rather than an increase in dangerous student behaviors. Moreover, as schools and districts continue to refine their focus on the implementation of research-based prevention programs and continue to develop more proactive, alternative and positive ways of disciplining students, safer schools and learning environments will persist, and the number of incidents resulting in expulsions and suspensions will decrease. The current data suggest school districts in general are becoming more cognizant of alternative ways of disciplining students versus suspending or expelling them from school. Positive, proactive, and restorative forms of intervention seem to be assisting with the process. Furthermore, as schools and districts continue to acquire a better understanding of the discipline data collection, its purpose, and relevance, the data they submit becomes more accurate.

6. WHAT NEEDS TO BE DONE

The Safe and Drug-Free “Bridge” Grant, known as the Building State Capacity and Sustainability grant, funds were extended through March 2013 this past school year. These grant funds were allocated to assist with sustaining safe and drug-free schools efforts and initiatives. With the remainder of safe schools funding terminating, districts will need resources to continue to maintain Oregon’s trend of zero (0) persistently dangerous and unsafe schools. Schools and districts will require added resources to support prevention/intervention programs and positive, proactive, and restorative practices that are evidence-based to best respond to and prevent bullying, violence, and substance abuse problems.

In addition, ODE in collaboration with OHA, OYA, JJ, districts, schools, and local partners will need resources to support prevention and responsive interventions. Efforts continue to be made to engage local community prevention coordinators through training, consultation, and networking. These partnerships and connections are critical to effectively providing support at the local school district level. Educating school personnel and parents about best practices to respond to and prevent bullying has also been ongoing and occurring through ODE; direct consultation with parents, community members and school personnel are provided through the department. Presentations, consultation, and partnerships have been forged as well to assist with bullying, violence, and gang violence prevention, and to address substance abuse concerns.

Other ongoing initiatives, such as the School-wide Positive Behavior Interventions & Supports (SWPBIS) approach, will continue to be advocated for and promoted by ODE, as well

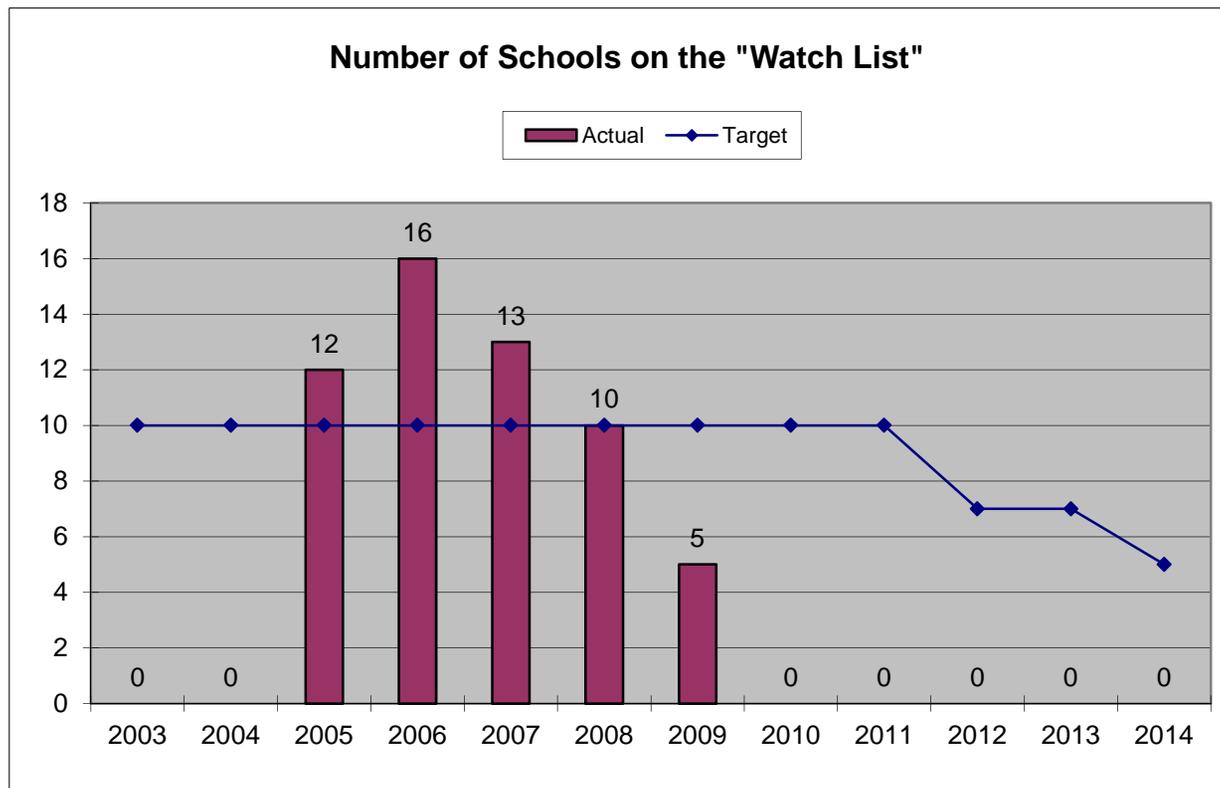
as supported by a state-wide network if the resources are available. SWPBIS allows educators to provide support according to the intensity of school, classroom and individual student need. It uses a multi-tiered approach and data-driven decision-making model. Efforts to identify and eliminate problem student behavior must continue to decrease behavior/discipline problems as well as to increase academic achievement. ODE and its partners are also working with implementing Restorative Justice Practices (RJP) in some of Oregon’s schools. There is promising evidence on the use of RJP, along with the use of Social-Emotional Learning (SEL) curricula and School-wide Positive Behavioral Interventions & Supports (SWPBIS).

Finally, in light of the recent tragic events that occurred at Reynolds High School, it would be important for the department to issue guidance to all districts emphasizing the need to have emergency response plans updated and available to all staff. It is clear from the aftermath of the Reynolds incident that the response plan, which was in place and immediately followed at the time, potentially saved many lives and demonstrated the value of not only having these plans, but also reviewing them regularly.

Schools and districts interested in implementing and sustaining the above programs to promote safe schools will need resources and monetary support for their efforts. In addition, schools and districts currently operating in maintenance mode of some of these positive programs will require continued technical support to support their efforts. ODE will provide the technical support and consultation. Our partners will further continue to engage in community networking to assist with these efforts as well. In order to continue the trend of zero (0) schools on the watch list and zero (0) schools identified as being persistently dangerous, it is critical that schools and districts continue to be equipped with professional development, skills acquisition, and sharpening of techniques to effectively implement prevention and intervention programs with fidelity. A focus on promoting positive school climate and culture will also be necessary, which will require professional development, surveying, and the implementation of school climate building activities. School climate and culture, or the types of values and behavior exhibited at school, respectively, is critical to sustaining safe and healthy learning environments

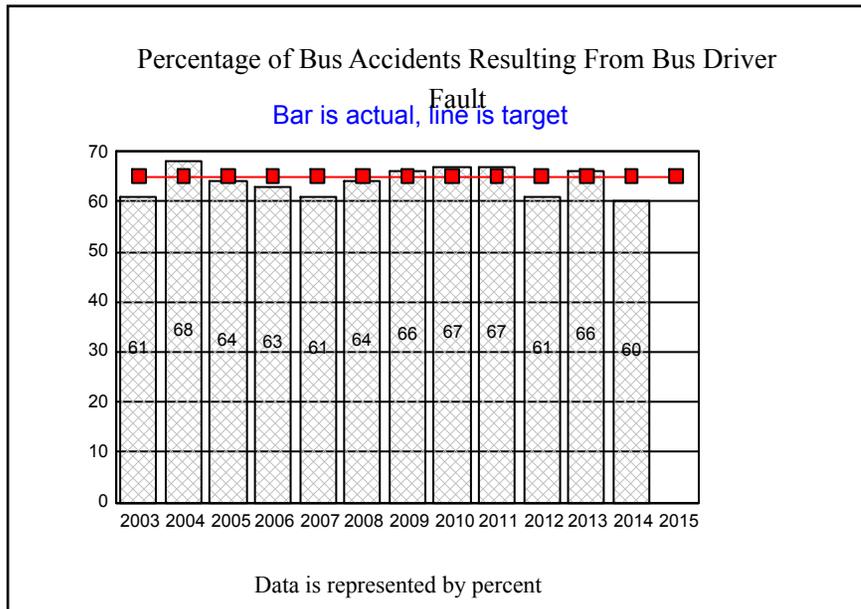
7. ABOUT THE DATA

The expulsion data (based on weapons and arrests for violent criminal behavior), used in KPM 11 – Suspension, Expulsion, and Truancy, dictate the criteria used to designate a school as persistently dangerous. Data about student expulsion incidents are collected from districts at the student level. Schools must have a certain number of expulsions (3 per 100 students; or 9 for schools with less than 300 hundred students) for weapons and violent criminal offenses to be put on the watch list as being unsafe . Once a school is on the watch list for three consecutive years, it is considered persistently dangerous. Schools on the watch list as unsafe must demonstrate each year, up to two years, via corrective action plans and the subsequent years’ discipline data, that they made improvements and re-established a safe and healthy learning environment for students. It has been five years since an Oregon school has been identified as meeting the criteria for persistently dangerous and unsafe. The criteria for identifying a school persistently dangerous continues to require a school first gets identified for two consecutive years on the unsafe watch list; again, if a school continues to be identified as unsafe after two consecutive years, in the third consecutive year it would be classified persistently dangerous.



OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of		II. KEY MEASURE ANALYSIS
KPM #13	BUS SAFETY—Number of bus accidents, severity of accident, and who was at fault, compared to a similar state and the national average.	2003
Goal	QUALITY SCHOOLS: School environments provide a safe, engaging, and respectful environment free of drugs, alcohol, and violence	
Oregon Context	QUALITY SCHOOLS: Learning environments are safe and welcoming	
Data Source	Each bus incident is reported by school districts to ODE immediately and the data are aggregated annually for reporting.	
Owner	Office of Finance and Administration (OFA), School Finance and Pupil Transportation Unit, Michael Wiltfong, 503-947-5914	



1. OUR STRATEGY

ODE has a significant role in ensuring that the state operates safe bus transportation for public school children. ODE’s responsibilities include certifying that drivers are eligible to drive, monitoring drivers’ credentials (“S” & “P” endorsements), ensuring buses are inspected and re-inspected, issuing

license approvals, providing interpretation to the field, writing administrative rules, and providing training using a train-the-trainers model. Through administrative rules, ODE identifies what qualifications drivers must meet in order to maintain their certifications. ODE identifies qualification criteria for driving records, criminal records, and the physical condition of the driver. During the 2013-14 school year, ODE issued 711 permits, certified 931 new drivers, and renewed 5,145 school bus certificates. Each original certification and renewal requires ODE to check the applicant’s criminal and driving record .

Key Partners

National Transportation Safety Board (NTSB), National Association of State Directors of Pupil Transportation Services (NASDPTS), Oregon Pupil Transportation Association (OPTA), Oregon Department of Transportation (ODOT), Oregon Department of Motor Vehicles (ODMV), Operation Lifesaver (National and Local), Oregon Legislature, State Board of Education, Various school bus contractors within the state, Oregon Department of Environmental Quality (ODEQ), Local Physicians regarding driver qualifications, Oregon Department of Justice, Schools and School Districts.

2. ABOUT THE TARGETS

ODE aims to have Oregon bus drivers operate accident-free 100% of the time. In instances where accidents occur, ODE set its target of 65% or fewer accidents in which the driver was at fault based on historical data.

3. HOW WE ARE DOING

2013-14 data for the number of bus accidents appear in a supplemental graph at the end of the analysis for KPM 13 – Bus Safety. The total number of statewide bus accidents has remained fairly consistent since 2003, although the number of accidents for 2013-14 decreased as compared to last year, from 435 in 2012-13 to 423 in 2013-14 — the lowest number in this measure’s history. Of the 423 total statewide bus accidents in 2013-14, 255 (60%) resulted where the bus driver was at fault. This is less than ODE’s target of 65% of accidents in which the driver was at fault, and is fewer than the 287 accidents in which the driver was at fault during the 2012-13 school year.

The National Highway Traffic Safety Administration (NHTSA) reports that school buses keep an annual estimated 17.3 million cars off roads surrounding schools each morning. Not only are school buses saving lives, but the American School Bus Council estimates every school bus keeps 36 cars off the road, which translates to a national savings of 2.3 billion gallons of fuel, 6 billion dollars, and keeps 44.6 billion pounds of CO2 out of the atmosphere.

The U.S. Department of Transportation reports in a June 2013 report that since 2002 there were 355,834 fatal motor vehicle traffic crashes. Of those, 1,221 (0.34%) were classified as school transportation-related. On average, 17 school-age children die in school transportation-related crashes each year, with 5 occupants of school transportation vehicles and 12 pedestrians

4. HOW WE COMPARE

Because there are no national pupil transportation safety standards and states vary significantly regarding definitions, criteria, policies, and administrative rules, direct comparison data are not currently available. However, it should be noted that national data from 2002- 2011 indicate that, of the 25 million children who rode school buses to and from school each year, 49 students died while being occupants of school transportation vehicles. Conversely, of the 25 million children who walk, bike, ride, or drive to and from school in other vehicles, a little more than 300 children were killed while going to and from school. These national data indicate that school buses continue to be the safest form of pupil transportation. ** Source: U.S. DOT June 2013 report on Traffic Safety Facts 2002-2011 Data.

5. FACTORS AFFECTING RESULTS

Oregon School Buses travelled 65,878,731 miles in 2012-13, transporting students to and from school and to school-related activities. Although the actual number of miles travelled in 2013-14 will not be available until December 2014, it is likely that the number will be similar to those noted for 2012-13. Of the 423 bus accidents which occurred statewide over the course of these approximate 66 million miles, 168 were caused by drivers of other vehicles. Another factor affecting results is the criteria ODE uses to define bus accidents. ODE has chosen to set the accident criteria low so that we may look for patterns that are leading to more serious accidents. ODE considers any damage to property or another vehicle or at least \$500 combined property damage to the pupil-transporting vehicle as an accident. The Department of Motor Vehicles of the Oregon Department of Transportation, on the other hand, does not require an accident report until an accident hits the threshold of \$1500 for a single vehicle

6. WHAT NEEDS TO BE DONE

ODE will follow a risk reduction strategy by continuing bus driver training. We have changed the benchmarks for what we consider a reportable accident so we can better compare our data with other states. We will continue to encourage school districts to train from the new Reference Point manual in hopes to further reduce the number of accidents.

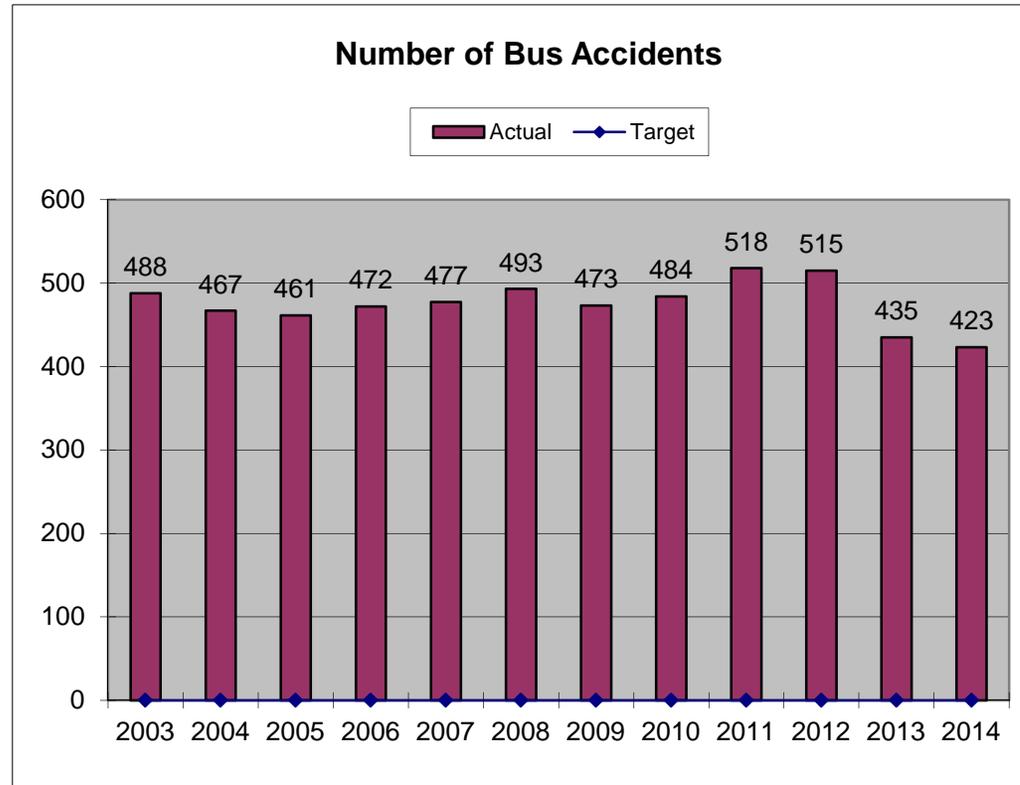
7. ABOUT THE DATA

The data represent “after the fact reporting” as opposed to risk prevention outcomes. In addition, this measure only considers school bus safety without considering other types of pupil transportation (e.g., riding bikes, walking).

OREGON DEPARTMENT OF EDUCATION

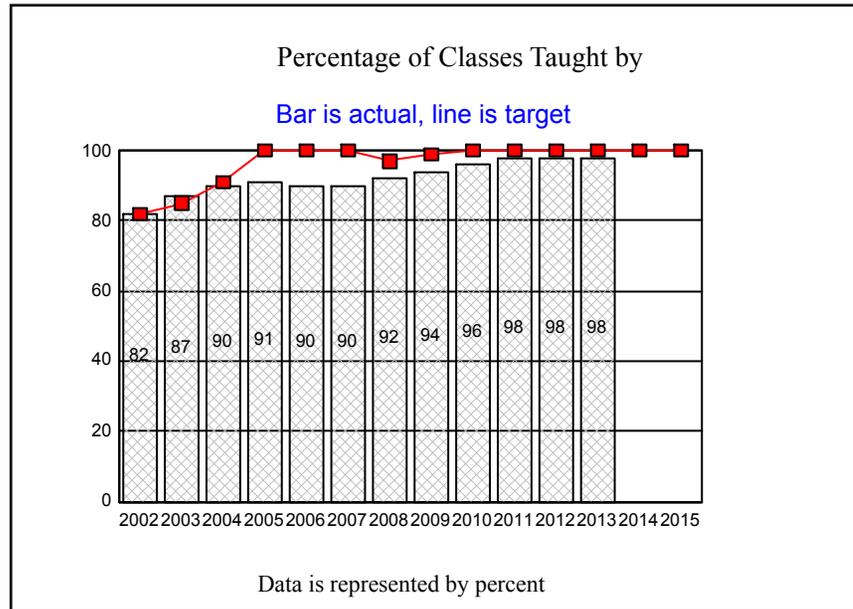
Agency Mission: Increase Achievement for All Students.

II. KEY MEASURE ANALYSIS



OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of		II. KEY MEASURE ANALYSIS
KPM #14	HIGHLY QUALIFIED TEACHERS - Percentage of core academic classes taught by highly qualified teachers.	2003
Goal	QUALITY SCHOOLS: Schools and districts maintain a diverse and highly qualified workforce	
Oregon Context	QUALITY SCHOOLS: All students have qualified teachers	
Data Source	Staff Assignment Data Collection	
Owner	Janet Bubl, Office of Learning, Instruction, Standards, Assessment, and Accountability Unit, 503-947-5687	



1. OUR STRATEGY

The Oregon Department of Education (ODE) engages in collaborative work with leaders in Oregon’s teacher preparation programs to ensure a seamless pipeline of educators prepared to meet the challenges of today’s educational system . Our collaborative efforts also

include administrators and teachers of Local Education Agencies (LEAs) to support and ensure a sustainable and highly qualified teaching force representative of the cultural diversity of our state. In keeping with the agency’s larger goals, the aim of ODE is to provide LEAs with leadership, information, and technical assistance related to the implementation of policy outlined in the Elementary and Secondary Education Act (ESEA). ODE’s continued focus is to ensure federal expectations are met as outlined in section 1119 of Title I, Part A statute. Since the implementation of ESEA, Oregon has striven to ensure accountability in meeting the Annual Measurable Objective (AMO) of having 100% of Oregon’s teachers meeting the highly qualified requirement for the class(es) for which they are assigned.

Key Partners

College and University Teacher Preparation Programs, Teachers Standards and Practices Commission (TSPC), Confederation of School Administrators (COSA), Oregon School Boards Association (OSBA), Oregon Education Association (OEA), Oregon School Personnel Association (OSPA), Oregon Mentoring Network, and the Advisory Team on Underrepresented and Minority Student Achievement.

2. ABOUT THE TARGETS

PL 107-110 requires 100% of teachers to be deemed highly qualified to teach the core subject class(es) to which they are assigned. The targets reflect ODE’s goal of increasing the percentage of highly qualified core academic subject area teachers in each school to 100%.

3. HOW WE ARE DOING

In 2012-13, 98.2% of classes in Oregon were taught by highly qualified teachers. At the elementary level 98.9% of classes were taught by HQ teachers. Oregon has a higher percentage of classes taught by HQ teachers in high poverty schools than low poverty schools. At the secondary level, 98.1% of classes were taught by HQ teachers, and the percentage of classes taught by HQ teachers differed between high and low poverty schools by only 0.1%. Oregon has begun to close the gap between the percentage of classes taught by HQ teachers at high minority and low minority schools, as well. At the elementary level the difference is 0.7% while at the secondary level it is 1.0%.

4. HOW WE COMPARE

Comparative data for 2011-12 shows the percentage of classes taught nationwide by highly qualified teachers (HQTs) for all schools ranged from 82.6% for the District of Columbia to 99.99% (Iowa, New Jersey and North Dakota). Forty-three states, including Oregon, reported that 95% or more of core academic classes were taught by HQTs. Oregon has continued to increase the percentage of teachers deemed highly qualified to teach. Data is based on teacher quality data from the Department of Education www2.ed.gov/programs/teacherqual/2011-12hqtbrief.doc. (Note: the 50 states, the District of Columbia, Puerto Rico, and the Bureau of Indian Education submitted data and are included in the analyses.)

The gap between high-poverty and low-poverty elementary schools was greatest in Louisiana (80.9% in high-poverty schools versus 94.3% in low-poverty schools). The gap between high-poverty and low-poverty secondary schools was also greatest in Louisiana (78.6% in high-poverty schools versus 91.7% in low-poverty

schools). In Oregon, elementary schools, the percentage of HQT is 98.9% in high-poverty schools compared to low-poverty schools was 98.1%. In Oregon, secondary schools, the percentage of HQT is 98.4% in high-poverty schools as compared to low-poverty schools was 98.2%.

5. FACTORS AFFECTING RESULTS

ODE holds districts accountable to increase the number of classes taught by highly qualified teachers. ODE requires districts to have 100% of their core academic teachers teaching at Title I, Part A schools highly qualified. Additionally, districts that fail to have 100% of their core academic teachers highly qualified are required to increase the number of highly qualified teachers by re-assigning teachers, encouraging continued professional development, or taking and passing rigorous state exams. Districts are required to use their Title II, Part A funds to support these endeavors. Data from 2010-11 through 2012-13 have been impacted significantly due to the gathering of additional data sets measuring the entire year’s HQT status of districts across the state. ODE and the TSPC are working together to provide a coordinated approach to the matter of licensure and how our current approach to licensing and highly qualified determinations impacts both districts and teachers .

6. WHAT NEEDS TO BE DONE

Annually, constituents across the state are apprised of the HQ status of educators working with students in the State and District Report Cards. The state will continue to help districts increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensuring that all teachers are highly qualified through guidance, presentations, webinars, technical assistance, and compliance requirements. The state will continue to monitor districts’ HQT percentages and require all core content teachers to be highly qualified at time of assignment.

The 2013 Legislature provided increased resources for educator professional development through HB 3233, which increases resources to develop increased teacher effectiveness. While not specifically directed to increase the number of Highly Qualified Teachers (HQT), that will likely result as teachers receive professional development in implementing and teaching to the Common Core State Standards (content-specific professional development), data-driven decision making, and cultural competency. HB 3233 also provides resources to support strengthening educator preparation programs, mentorship of new teachers and administrators, and professional development for early learning service providers.

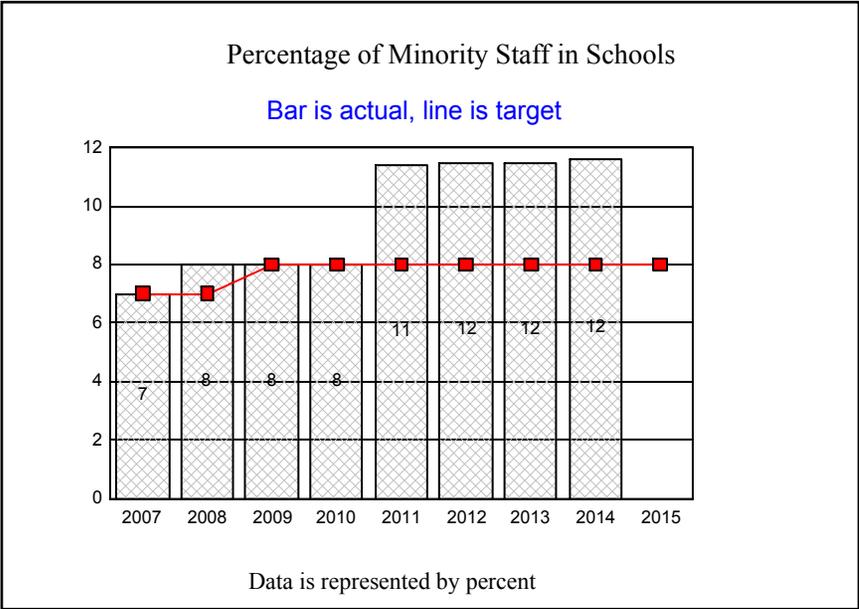
7. ABOUT THE DATA

The data in the table below represent the aggregate percentage of teachers that are deemed qualified to teach the classes to which they are assigned. This total percentage includes teachers working in Title I schools and non-Title I schools in both the elementary and secondary settings. Due to the timing of data collection and validation for this measure, this report focuses on data from the previous year. The most recent year for which data is currently available is 2012-13. ODE will report on 2013-14 data in its 2015 report.

OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS
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KPM #15	MINORITY STAFF— Percentage of schools increasing or maintaining a high percentage of minority staff (Shared Measure with Teaching Standards Practices Commission and OUS).	2007
Goal	QUALITY SCHOOLS: Schools and districts maintain a diverse and highly qualified workforce.	
Oregon Context	QUALITY SCHOOLS: Oregons education workforce is diverse	
Data Source	Staff Position Data Collection	
Owner	Markisha Smith, Office of Learning, Equity Unit, (503)947-5669	



1. OUR STRATEGY

Key Partners

Schools and School Districts, ESDs, Oregon Public and Private Teacher Preparation Programs, Oregon Education Investment Board (OEIB), Oregon Department of Community Colleges and Workforce Development, Oregon Educator Equity Advisory Group, Teachers Standards and Practices Commission (TSPC), Oregon Association of Colleges of Teacher Education (OACTE), NW Regional Educational Laboratory (NWREL), Confederation of Oregon School Administrators (COSA), Oregon Education Association (OEA)

The Oregon Department of Education (ODE) and its partners lead and participate in a number of state initiatives that focus on cultural competency. These initiatives contribute to the policy and practices of teacher education programs and involve district administrators, human resource personnel, classroom teachers, and others. Examples are:

- ODE partners with nine Confederated Tribes to preserve and teach Native American indigenous language and culture in schools and with the Spanish Embassy in a teacher exchange to develop increased cultural and language skills.
- New standards as of 2006 for administrative licensure include knowledge and skills related to equity and cultural competence.
- Strategic Investments (HB 3233) for the 2013-15 school years provided grant funding for school districts, post-secondary institutions, and community-based organizations to create either a minority teacher pipeline or focused efforts on retention of minority teaching staff. There are currently four Oregon Minority Educator Pipeline Models grantees and three Oregon Minority Education Retention grantees.
- The Oregon Educator Equity Advisory Group was formed in 2013 to assess, evaluate, and advocate for statewide educational policy with legislators, state organizations, schools, and communities on practices that prepare, recruit, and retain racially, ethnically, and linguistically diverse educators that contribute to the continuing success of diverse students, teachers, families, and communities.
- The Educator Workforce Data Team was formed to provide data for SB 755 (Minority Teacher Act) and to better coordinate the collection of data with consistent definitions, annual collection timelines, and in-depth analyses of diversifying Oregon’s educator workforce.
- In 2012, Chalkboard Project awarded design grants to five university/district partnerships to design innovative models for preparing the next generation of teachers and to address the lack of diversity in the educator workforce. There are currently five projects with implementation funding. The educator preparation programs participating are responsible for between 65-70% of the new licensed teachers in Oregon and include multiple partners.
- Educational Assistant Career Pathway (HB 3254) charged the Oregon Education Investment Board with developing career pathways for educational assistants to become licensed teachers. There are currently three proposed models for Career Pathways Programs for educational assistants to earn their teaching license: Replicate or expand the exemplar Bilingual Teacher Pathway program housed at Portland State University; creation of a Credit for Prior Learning which would provide credit to educational assistants who have taken courses that closely align with the experiences and skills gained by educational assistants during their work; explore the use of a competency-based program through Western Governor’s University which recognizes the knowledge and skills that educational assistants may have acquired during their time working in Oregon schools.

ODE, as part of the agency’s reorganization, has added an Education Equity Unit to the Office of Learning. This unit, in collaboration with OEIB and other vested educational institutions and community advisory groups, will be positioned to bring focus to the issues of increasing the diversity in the Oregon educator workforce. ODE’s Strategic Plan also emphasizes the need for diversity in the agency’s work force. The model of creating a safe, collaborative, diversity-focused process for candidates of color will mirror the efforts ODE expects to see in school districts and teacher preparation programs across the state.

2. ABOUT THE TARGETS

The targets for 2012–15 have been set to more accurately represent the information requested in this KPM. The passage of the Minority Teacher Act in 1991 and its amendment in the 2013 legislative session changed the definition of “minority” to include educators whose first language is not English. Additionally, SB 755 set two targets related to increasing diversity in the Oregon workforce: (1) The number of minority teachers and administrators employed in Oregon school districts and education service districts increases by 10%. (2) The number of diverse teacher candidates enrolled in teacher preparation programs increases by 10%. In order to meet these targets, we would need 229 more teachers, 2 more administrators, and would need to remain stable or increase for the number of diverse teacher candidates enrolled in teacher preparation programs. Prior to 2006-07, staff data was only available for certificated staff; however, as of 2006-07, ODE began collecting data on classified staff as well. This is particularly important given the increased attention to the teaching license path for educational assistants.

3. HOW WE ARE DOING

The 2012-13 Statewide Report Card states that Oregon has made some progress in hiring and retaining a more racially and ethnically diverse set of teachers; however, this progress has not kept pace with the increasing diversity of Oregon’s student population. Oregon’s students of color now make up more than one-third of the K-12 population but in 2012-13 only 8.3% of Oregon’s teacher workforce were teachers of color. This indicates a slight percentage drop from the reported 8.4% in 2009-10 and 2011-12. The disparity between individual groups of minority students and educators has stayed relatively unchanged with the gap between Latino students and Latino educators being the most notable. In the 2012-13 data, White teachers comprised 91.7% of the teaching population in comparison to a 64.7% White student population. 2.5% of the student population is Black while 0.6% of the teaching population is Black; 21.5% of the student population is Latino while only 3.6% of the teaching population is Latino. The proportion of total staff who reported minority status increased by 3.1%, from 8.3% in 2009-10 to 11.4% in 2010-11, and has held steady at 11.5% for 2011-12 and 2012-13. The percentage of teachers who reported minority status for 2012-13 is 8.4% (a decrease of .1% from

2011-2012). These statistics for both groups exceed ODE's target of 8%, but represent very little change from 2010-11, for which total minority staff was reported at 11.4% and total minority teachers at 8.4%.

Of the 1,461 institutions reporting to the Staff Position Collection in 2012-13 and 2013-14 that have comparable data in 2011-12, 661 institutions (45%) employed a higher percentage of minority staff in 2012-13 compared to 2013-14. Conversely, 204 institutions (14%) reported no change in the ethnic composition of their staff between 2012-13 and 2013-14, and 596 institutions (41%) reported a decrease in minority staff between 2012-13 and 2013-14

4. HOW WE COMPARE

Washington State had 10.2% minority education staff in 2009-10 (The most recent year for which data is available via their website at <http://www.k12.wa.us/DataAdmin/pubdocs/personnel/positionandethnicity0910.pdf>) by FTE. However, according to the US Census report for 2010, Washington State had a minority population of 22.7%, whereas, in the same report Oregon has a minority population of only 16.4%. (See <http://quickfacts.census.gov/qfd/index.html> for more information.)

While we can surmise that the population diversity of any state will influence the diversity of its workforce, research supports the idea that teachers of color serve as role models for all students; White students as well as students of color benefit from seeing culturally and linguistically diverse students; daily interactions could potentially dispel myths of racial inferiority that White students might have internalized about people of color from socializations outside of school.

5. FACTORS AFFECTING RESULTS

The following factors affect results:

- 1) Staff data includes Pre K through Postsecondary staff, including special education, early intervention, and early childhood staff.
- 2) The ratio of minority staff to non-minority staff can be volatile in smaller institutions. For example, a small elementary school might have two teachers that represent a minority and if one teacher leaves, the school has lost 50% of their minority staff.
- 3) Due to the personal nature of ethnicity and how it is perceived, the data regarding ethnicity may be inconsistent from year to year on an individual basis. Staff and students may change the ethnicity they identify with at will.
- 4) In 2009-10, race/ethnicity data was collected as a single question asking staff members to choose from a list of ethnicities. In 2010-11, the format changed, in order to align with USED guidelines, to a two-part question. The first part asked respondents if they identified as ethnically Hispanic. The second part asked them to choose at least one of five race options: White/Caucasian, Black/African American, American Indian/Alaskan Native, Asian, and/or Pacific Islander. Staff members were required to select at least one race, but could select up to all five if desired. Staff member responses were then used to calculate an ethnic code. For the purposes of this calculation, staff members who identified any race or ethnicity other than “White” (including those who selected “White” and other options, such as “Hispanic”) were considered minorities. This reporting change is likely responsible for the bulk of the increase in staff members reported as minorities between 2009-10 and 2010-11, especially in light of the stability of the data from 2010-11 through 2012-13.
- 5) In 2010-11, the Staff Position Collection expanded in order to meet federal reporting requirements. For the first time, the collection began to include extra duty assignments, such as coaching, and staff who were contracted instead of directly employed, such as some bus drivers and food preparation staff. This may have affected the percentage of minority staff, but the collection does not differentiate between contracted and directly employed staff, so the impact was not isolatable. No changes were made to the collection for 2011-12 or 2012-13.
- 6) Lack of teaching career appeal-A Social Policy and Politics Program Third Way report recently released notes that the teaching profession is not viewed by Millennials as a viable career option.
- 7) Although Oregon Opportunity Grants, Pell Grants, and specific institutional scholarships help students gather financial support needed to pursue bachelor’s and graduate level degrees leading to teacher licensure, the costs are still a barrier for many students.
- 8) Opportunities to advance and the salaries for those established in a career are key factors considered by individuals selecting their professional pathways. Too often limited career ladder and noncompetitive salaries are disincentives to those selecting professional careers.
- 9) A tension exists in the profession where critics of educator preparation are calling for higher admission standards (usually GPA and or test scores), and those who are seeking to recruit a more diverse workforce are concerned about additional barriers that could be impacted by a candidate’s ability to pass tests, particularly if English is their second language.

10) There is a lack of preparation at middle and high school levels for a career in teaching. To date there is not even a state authorized website that provides clear and useful information allowing perspective candidates to compare and contrast teaching program options. A plan for a recruitment website is underway.

11) Some future candidates need supports and interventions to help them prepare for required exams. Currently, no statewide support or test preparation is easily available.

12) Although there are known best practices for retaining educators, particularly diverse educators, change starts at the building level with an educational leader who creates an inclusive environment, welcomes the added value that a diverse workforce brings to the education mission and advocates for policies and practices that eliminate the marginalization of educators from minority backgrounds

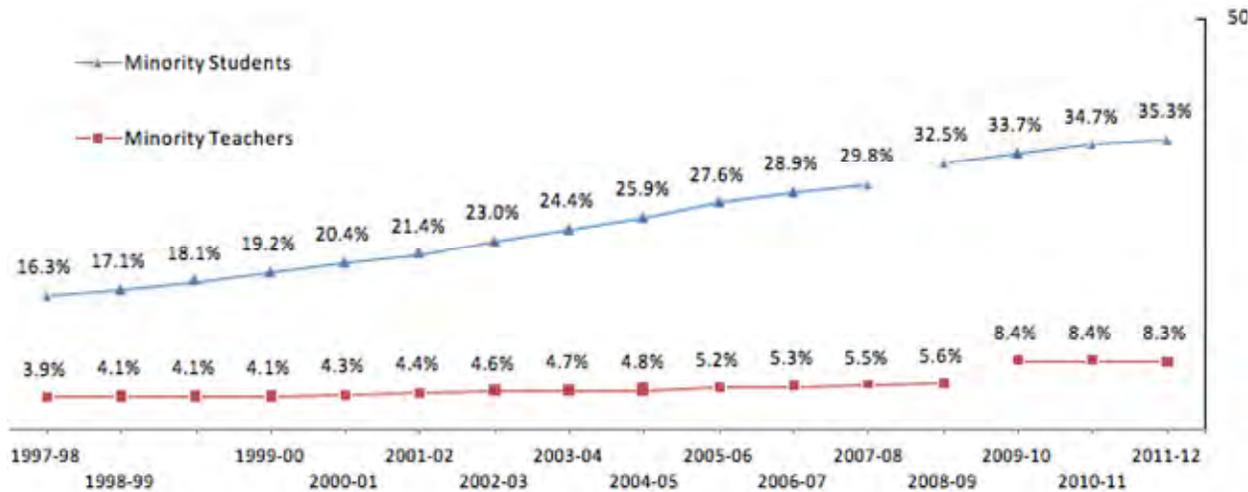
6. WHAT NEEDS TO BE DONE

Oregon’s minority population is not evenly dispersed throughout the state. There needs to be a keen focus on the overall percentage of minority teachers statewide, with special notice paid to school districts large minority student populations, and efforts should be targeted at reducing the gap between the proportion of teachers who represent minority populations and the proportion of minority students. In 2010-11, 33.7% of Oregon students (by headcount) identified as minorities using the same 2-question format identification method that staff used (see the 2010 Fall Membership report), which increased to 34.7% in 2011-12 (2011 Fall Membership report). In 2012-2013, 35.3% of Oregon students identified as minorities. This is in stark contrast to the 2012-2013 data noting only 8.3% of teachers identify as minority. There is much work to be done in order to close the minority educator gap that currently exists. The promise is in the new targeted efforts to align this work through Strategic Investments and other initiatives.

7. ABOUT THE DATA

Starting in 2010-11, teacher data were collected from the Staff Position Collections by FTE, and the percentages have been rounded. Adjustments to FTE have been made for short contract lengths. Prior to 2006-07, data was available for licensed staff only. Teachers, for the purpose of this report, include Head Teachers, Non-Special Education Teachers, Special Education Teachers, and Special Education PE teachers. All staff includes classified and unclassified staff.

Figure 1: Oregon Minority Students and Teachers Comparison 1997/98-2011-2012



Race/Ethnicity of Students and Teachers 2012/13

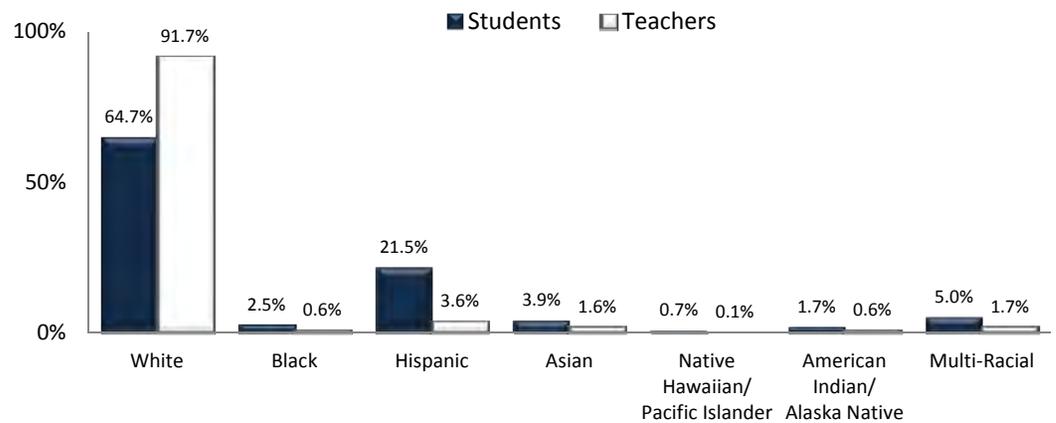
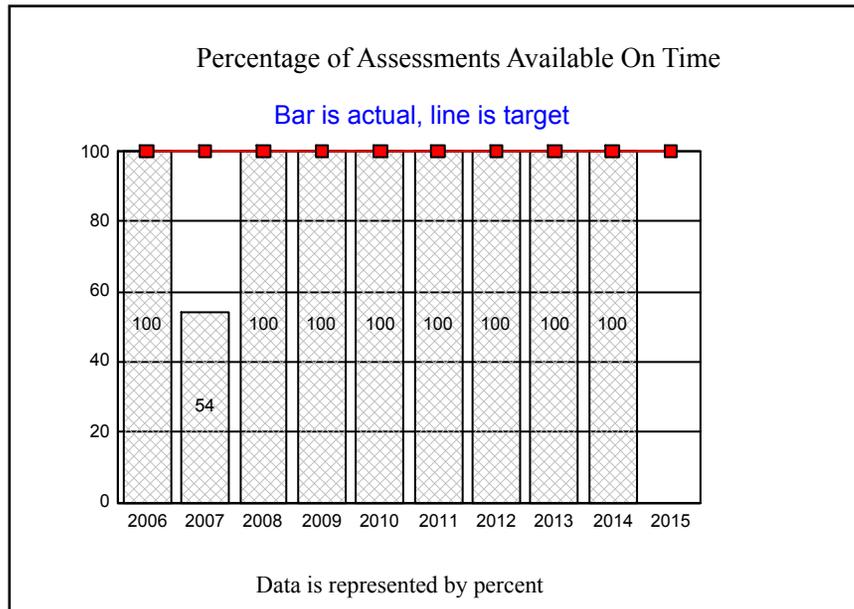


Figure 2: Oregon Demographic Gaps Between K-12 Public School Students and Public School Teachers

OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of		II. KEY MEASURE ANALYSIS
KPM #16	TIMELY ASSESSMENTS AND ASSESSMENT RESULTS—Percentage of statewide assessment and statewide assessment results provided to districts on time	2006
Goal	ACCOUNTABLE SYSTEMS: Business operations are accurate and timely	
Oregon Context	ACCOUNTABLE SYSTEMS: ODE administers assessments and provides results on time	
Data Source	Annual Statewide Assessments	
Owner	Jon Wiens, Office of Learning, Instruction, Standards, Assessment, and Accountability Unit, 503-947-5764	



1. OUR STRATEGY

ODE is dedicated to providing the Oregon Statewide Assessments and assessment results to districts on time . As part of ODE’s work to improve the Oregon Assessment of Knowledge and Skills (OAKS), Oregon partnered with American Institutes for Research to create an online testing system

that will assess students' mastery of Oregon content standards. The OAKS Online system provides Oregon's online assessments in mathematics, reading/literature, science, social sciences, and writing, as well as Oregon's English Language Proficiency Assessment (ELPA). It has many features that will improve the assessment experience for students, teachers, administrators, and the state as a whole.

Key Partners

American Institutes for Research (AIR); the Assessment Advisory Committee; Educational Data Systems (EDS); Oregon Correctional Enterprises Printing Services; Regional Education Service Districts (Regional ESD Partners); school districts, schools, teachers, and other staff; University Partners.

2. ABOUT THE TARGETS

ODE set its targets based on the expectation that all students will have access to all Oregon Statewide Assessments administered in their grade level on time and assessment results will be available to districts and the public on time.

3. HOW WE ARE DOING

ODE is doing well in this area and making progress in administering the Oregon Statewide Assessments on time , as should be the case for future years. 2013-14 data for the percentage of assessments available on time appear in the graph above. 2013-14 data for the percentage of assessment results available on time appear in a supplemental graph at the end of the analysis for KPM 16 – Timely Assessments and Assessment Results. The percentage of assessments available on time in 2013-14 was 100% (14 out of 14) compared to the target of 100%. The percentage of assessment results available on time in 2013-14 was 100% (14 out of 14) compared to the target of 100%.

4. HOW WE COMPARE

ODE is not aware of similar data from other states that would allow for comparability.

5. FACTORS AFFECTING RESULTS

In 2009-10 one test was returned late by a vendor. ODE worked with this vendor to improve delivery times, and since then ODE has met all targets for release of test results to districts.

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS
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6. WHAT NEEDS TO BE DONE

In collaboration with its test vendors, ODE must exercise continued diligence in administering assessments and reporting assessment results to districts on time.

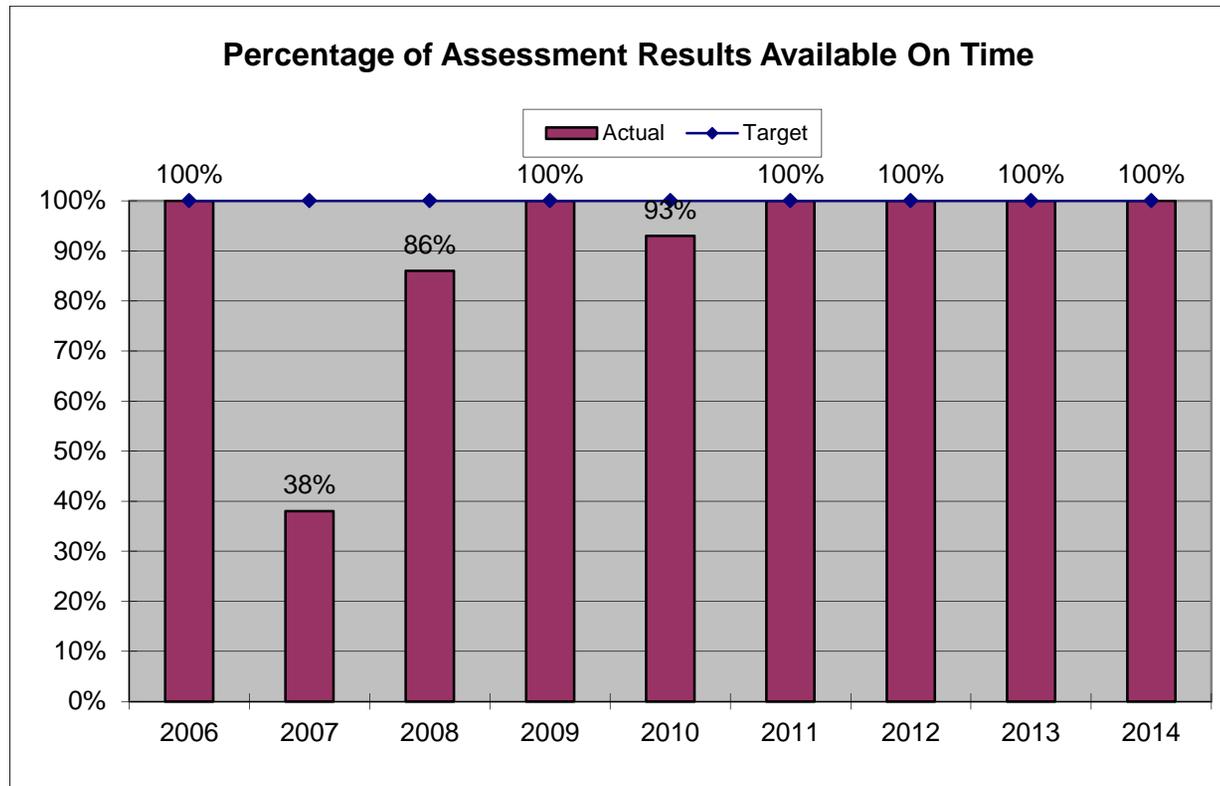
7. ABOUT THE DATA

The number of available tests is comprised of the Oregon Statewide Assessments available by subject that a district can administer to a student . In 2013-14, this included a total of 14 tests: OAKS Online Reading, OAKS Online Math, OAKS Online Science, OAKS Online Social Sciences, OAKS Online Spanish Reading/Literature, OAKS Online Writing (Winter), OAKS Online Writing (Spring), OAKS Paper/Pencil Writing (Winter), OAKS Paper/Pencil Writing (Spring), OAKS Extended Reading, OAKS Extended Math, OAKS Extended Science, OAKS Extended Writing Performance, and the English Language Proficiency Assessment. Tests were reported as available on time if they were available at the start of the previously published testing window. Assessment results were available on time if they were available to districts within a week of the previously announced release date.

OREGON DEPARTMENT OF EDUCATION

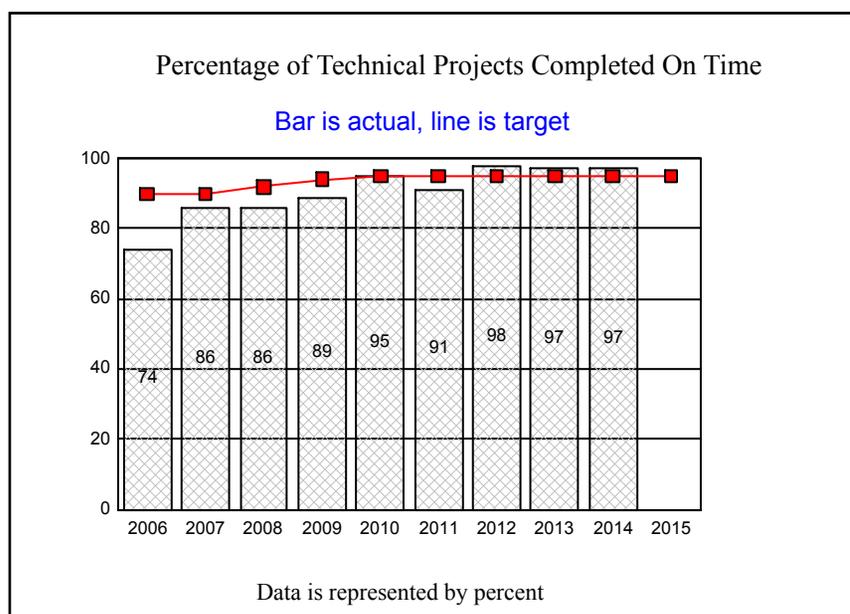
Agency Mission: Increase Achievement for All Students.

II. KEY MEASURE ANALYSIS



OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of		II. KEY MEASURE ANALYSIS
KPM #17	ON-TIME TECHNICAL PROJECTS—Percentage of technology projects met on schedule	2006
Goal	ACCOUNTABLE SYSTEMS: Business operations are accurate and timely.	
Oregon Context	ACCOUNTABLE SYSTEMS: Technology systems maintain scope, cost, and timeliness	
Data Source	Issue Management and Tracking System	
Owner	Sean McMullen, Office of Information Technology, 503-947-5837	



1. OUR STRATEGY

ODE prepares a data collection schedule each December for the upcoming school year. That schedule is approved internally and provided in draft form to the Data Collection Committee, comprised of district and ESD data submitters, in January. The final schedule is published in April. Data collection project

“tickets” are created in June for the upcoming school year. Projects are managed and prioritized based on the published deadline. Progress of each data collection is documented in the appropriate ticket, and these ticket data are analyzed to determine the number and percentage of technology projects met on schedule.

2. ABOUT THE TARGETS

The goal is to have technical projects (i.e., data collections, annual system changes) completed on time.

3. HOW WE ARE DOING

ODE has shown continuous improvement on this measure since the KPM’s inception in 2006. In 2013-14, ODE completed 73 of 75 (97%) technical projects on time. Our current target is 95% which allows for little error throughout the year. Due to consistent staffing and resource availability, we were able to exceed our target this year.

4. HOW WE COMPARE

Although other agencies have similar performance measures looking at timeliness of internal processes for Information Technology (IT) projects, the scope and methodology chosen by each agency may differ. For example, comparability with the Department of Administrative Services’ (DAS) IT Projects key performance measure is difficult because DAS evaluates IT projects with budgets of at least one -million dollars for 90% compliance with deliverable schedules and budgets, whereas ODE exclusively evaluates data collection projects for completion within 5 business days of the scheduled date. Similarly, the Department of Consumer and Business Services’ (DCBS) On Time Work key performance measure evaluates a wide variety of activities and is not focused on IT projects , making it difficult to compare to the ODE measure.

5. FACTORS AFFECTING RESULTS

Technical projects are late for a variety of reasons. Among these are: late changes to project scope, underestimating of required time, unplanned resource shortages (e.g. staff vacancy), reprioritization of work by executive management, emergent state and federal mandates, reliance on third parties, and unanticipated system outages.

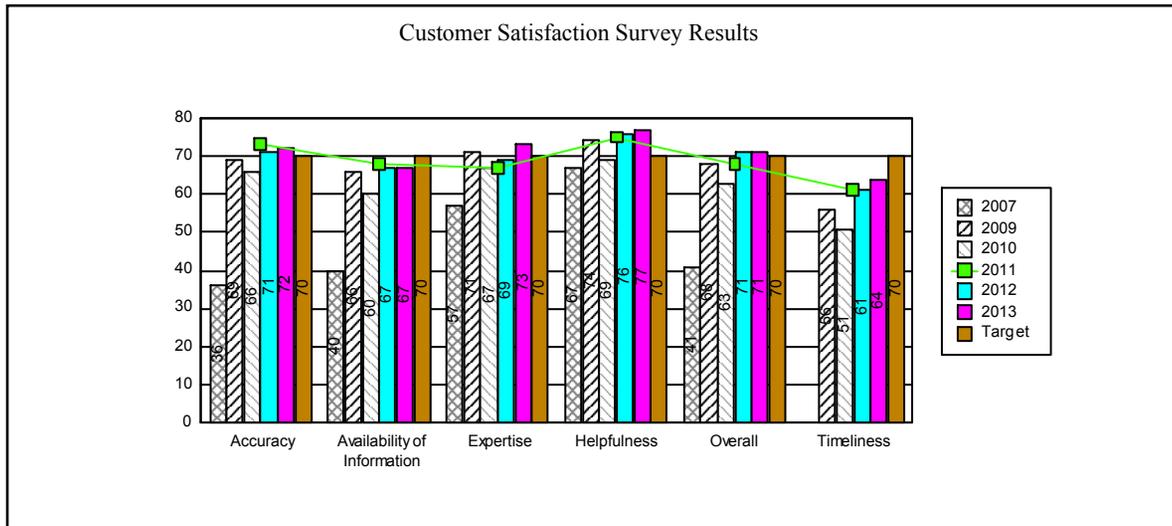
6. WHAT NEEDS TO BE DONE

ODE will continue early planning of collections to ensure timely completion, as well as working with internal staff and external stakeholders to mitigate risks throughout the data collection process.

7. ABOUT THE DATA

A data collection is determined to be on time if the technical work necessary to open the collection was completed within five (5) business days of the date the collection was originally schedule to open. This definition was established in 2006-07. The previous definition stated that a collection was only on time if the collection opened on or before the scheduled date. This change in definition was made to provide a more balanced view of project timeliness. The previous definition combined small delays, having little or no consequences, with much longer delays having significant consequences. To allow for year to year comparability, ODE recalculated the data for 2005-06. The graph above includes the revised data. Each data collection is weighted evenly when computing the percentage. Some data collections require very little time to prepare for opening, while some require hundreds of hours of work. Each year some data collections are added, some are dropped, and some are combined with other data collections for efficiency. The impact of a late data collection on data submitters varies widely. Some delayed collections are planned to be late a month or more in advance, minimizing the impact. Some are delayed at the last minute due to unexpected circumstances. Some delays benefit districts by allowing additional time to prepare data submission systems and to submit data

EDUCATION, OREGON DEPARTMENT of		II. KEY MEASURE ANALYSIS
KPM #18	CUSTOMER SERVICE – Percentage of customers rating the agency’s customer service as “good” or “excellent”	2007
Goal	Accountable Systems ODE provides excellent customer service	
Oregon Context	Accountable Systems ODE uses feedback from customers to improve services	
Data Source	Survey of key customers: ESD and District Superintendents, Principals, Office Managers, and Technology Directors	
Owner	Holly Carter, Office of Learning, (503)947-5739	



1. OUR STRATEGY

The Oregon Department of Education (ODE) fosters excellence for every learner through innovation, collaboration, leadership, and service to our education partners. As stated in ODE’s value statements, we know that excellent service to Oregon’s districts, schools, parents, youth, and communities is central to our work. We commit to timely, accurate, efficient, and reliable service.

2. ABOUT THE TARGETS

ODE set its target of 70% of customers rating ODE’s customer service as good or excellent in 2008 based on the results of the initial customer service survey administered in 2007. This target reflected an aspirational goal to improve ODE’s customer service given what had traditionally been viewed as a compliance-oriented relationship with its customers.

3. HOW WE ARE DOING

ODE completed its 2013 customer satisfaction survey in November – December 2013. ODE’s 2013 ratings generally represent a trend of continuous improvement since 2007, the first year in which ODE administered a customer service survey. For the first time, ODE has exceeded its target of 70 percent for four of the six service criteria: accuracy (72%), expertise (73%), helpfulness (77%), and overall customer service (71%). While ODE has not yet reached its target for availability of information (67%) or timeliness (64%), it has seen continued improvement, with a 3 percentage point increase for timeliness compared to 2012.

4. HOW WE COMPARE

ODE’s 2013 ratings demonstrate a trend of continuous improvement since 2007, the first year in which ODE administered a customer service survey. Since 2007, ODE’s ratings for each service criteria have increased an average of 23 percentage points, with the greatest gains for accuracy, whose ratings doubled from 36% in 2007 to 72% in 2013.

5. FACTORS AFFECTING RESULTS

In 2012, ODE adopted new mission and value statements focused on fostering excellence for every learner, with an emphasis on providing excellent customer service to attain this goal. Through its newly stated mission and values, ODE committed to transitioning from what has traditionally been viewed as a compliance-oriented relationship with its customers to a service-oriented relationship. In January 2013, ODE rolled out an agency-wide strategic plan to guide ODE’s work over the coming biennium and support ODE’s ability to fulfill its mission . Throughout the strategic plan, ODE emphasizes the importance of providing clear and timely information to customers and stakeholders as a critical strategy in reaching our goals. In implementing the strategic plan, some of the first actions accomplished were the development and implementation of customer service norms across all staff and the embedding of these norms in staff evaluations . In addition, ODE has empowered staff at all levels across all offices to analyze their office’s customer service ratings and develop customized approaches to improving their customer service . Through these efforts, ODE anticipates that it will continue to see improved customer satisfaction ratings moving forward .

6. WHAT NEEDS TO BE DONE

Based on the results of the 2013 survey, the two service criteria for which ODE has not yet reached its target are availability of information and timeliness. In addition to continuing to emphasize the importance of providing excellent customer service throughout its strategic plan, in July 2014 ODE formed a cross-office team comprised of staff in various positions across all offices to develop specific strategies focused on improving our agency's timeliness.

7. ABOUT THE DATA

ODE administered its fifth annual customer service survey from November 18 through December 13, 2013. The survey population included ODE's key customers, namely district administrators and staff, charter schools, advisory panel members, professional organizations, and the media. New for 2013 with the inclusion of the Early Learning Division within ODE, customers also included early childhood and childcare providers. ODE distributed the survey electronically via Survey Monkey to 6,425 ODE stakeholders. Of these, 603 stakeholders responded from 36 counties. This represents an increase in the number of respondents compared to prior years, with a response rate of 9 percent. Respondents rated ODE as a whole on each of the six customer service criteria. In addition, respondents had the opportunity to separately rate each of ODE's offices: the Office of Learning (including the Equity Unit; the Instruction, Standards, Assessment, and Accountability Unit; and the Student Services Unit), the Office of the Deputy Superintendent, the Office of Finance and Administration, the Office of Information Technology, and the Early Learning Division on each of the customer service criteria. The office selections included in the surveys reflect the ODE reorganization completed in 2013, including the incorporation of the Early Learning Division and the Youth Development Division into ODE. Note: The Office of Research and Analysis and Youth Development Division did not participate in the survey.

OREGON DEPARTMENT OF EDUCATION

EDUCATION, OREGON DEPARTMENT of	III. USING PERFORMANCE DATA
Agency Mission: Increase Achievement for All Students	
Contact: Doug Kosty, Assistant Superintendent	Contact Phone: 503-947-5825
Alternate: Holly Edwards, Performance Measure Coordinator	Alternate Phone: 503-947-5739

The following questions indicate how performance measures and data are used for management and accountability purposes.

<p>1. INCLUSIVITY</p>	<p>* Staff: Approximately 75% of ODE staff contributed to the development of the ODE's new Mission & Values Statements and the new Strategic Plan which will guide ODE's work over the coming years. Implementation of the Strategic Plan also includes a process of reorganizing ODE to ensure successful, efficient communication and collaboration between ODE offices and units.</p> <p>* Elected Officials: The KPMs included in this report were reviewed and approved by the Legislature. ODE has also worked very closely with the Governor's Office and the Oregon Education Investment Board (OEIB) to identify the key bodies of work that ODE must prioritize in the coming years to reach the 40/40/20 goal and to develop its Strategic Plan to organize and support this work.</p> <p>* Stakeholders: The State Board of Education and representatives from Oregon School Boards Association, Willamette Education Service District, a former legislator, Exec. Director of the Progress Board, and others informed the development of ODE's Strategic Framework and the 2011-13 KPMs.</p> <p>* Citizens: Development of the 2011-13 KPMs did not include citizen input. However, ODE collects input from its citizens and other stakeholders on how it is doing through the Customer Service Survey as well as through other venues.</p>
<p>2 MANAGING FOR RESULTS</p>	<p>The importance of strategic planning and identifying appropriate metrics for success has become a priority of ODE's Management Team, Directors, and staff. The process of implementing ODE's Strategic Plan will involve evaluating ODE's existing KPMs to ensure alignment to the Strategic Plan, and ODE's proposed 13-15 KPMs will reflect the priorities identified in the Strategic Plan.</p>

3 STAFF TRAINING

ODE has worked with its KPM owners, the Strategic Plan goal leads and their teams, and with staff in general to increase understanding of the importance of performance measurement to implementing statewide education initiatives, as well as being part of ODE's budget planning and policy development process. In addition, ODE has provided staff with performance measurement and management training and taken steps to improve transparency and documentation of our Strategic Plan and our KPMs.

4 COMMUNICATING RESULTS

* **Staff:** ODE has strived to increase staff awareness of and participation in ODE's performance measurement activities. Communication efforts have included offering training opportunities to involved staff and educating Management about the role of performance measurement in ODE's operations, budget planning, and policy development.

* **Elected Officials:** Annual Reports, Website.

* **Stakeholders:** Website and other reports the agency releases such as the Dropout Report and the State Report Card.

* **Citizens:** Annual Reports, Website.

Agency Management Report

KPMs For Reporting Year 2014

Finalize Date: 8/20/2014

Agency: EDUCATION, OREGON DEPARTMENT of

	Green = Target to -5%	Yellow = Target -6% to -15%	Red = Target > -15%	Pending	Exception Can not calculate status (zero entered for either Actual or Target)
Summary Stats:	61.11%	11.11%	22.22%	0.00%	5.56%

Detailed Report:

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
1 - ACCESS TO PRE-KINDERGARTEN—Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten services.	50	75	Red	2014	Oregon Prekindergarten enrollment held steady despite a reduction in funding due to sequestration from the Region X Office of Head Start because the estimated poverty rate for children under age six remained at 26.20% in 2013, but the estimated number of Oregon children in this age group dropped by approximately 1500 children between 2012-13 and 2013-14.
2 - Percentage of eligible children who receive Early Intervention/Early Childhood Special Education services that meet service level standards.	30.40	100.00	Red	2014	The data for 2013-14 show that Oregon needs to improve its service levels to young children with disabilities, especially preschoolers with moderate and high needs. Increased funding is required for Oregon to meet its service level targets for this population of children.

Agency Management Report

KPMs For Reporting Year 2014

Finalize Date: 8/20/2014

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
3 - Percentage of children who exit Early Intervention/Early Childhood Special Education programs functioning within age level expectations or having made substantial progress (as defined by ODE) in the outcome areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.	82.70	81.40	Green	2014	The 2014 data show Oregon meeting or exceeding three of the six targets and showed increases in one area. Children in both programs are showing a greater than expected growth in the area of social relationships. The majority of children receiving these services improved developmental functioning during their time in the programs.
4 - KINDERGARTEN READINESS— Percentage of kindergarten children demonstrating readiness criteria.	46.30	80.00	Red	2008	In the 2013-14 school year, over 95% of entering kindergarteners participated in Oregon’s new statewide Kindergarten Assessment. The results demonstrated that different populations of children are arriving at kindergarten with different levels of exposure to early literacy, early math, and approaches to learning. Starting in 2016, targets for this KPM will be based on baseline data from the 2013 Kindergarten Assessment.
5 - STUDENT ACHIEVEMENT— Percentage of students meeting or exceeding statewide academic performance standards in 3rd and 8th grade reading and math.	68	72	Yellow	2014	Minimal changes in reading and the lack of change in mathematics achievement scores in both 3rd and 8th grade highlight the importance of increased support to help educators meet the needs of all students as we transition to the rigorous expectations found in the Common Core Standards and Smarter Balanced Assessments.

Agency Management Report

KPMs For Reporting Year 2014

Finalize Date: 8/20/2014

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
6 - STUDENT GROWTH: Percent of students meeting growth targets on statewide assessments.	23.80	41.60	Red	2014	While student achievement is below target for both metrics, it is worthwhile to note that new cut scores for mathematics went into effect in 2011 and new cut scores for reading went into effect for 2012. In both reading and mathematics, improvements can be seen compared to 2013. This demonstrates the positive impact of focused professional development targeted to help students prepare for more rigorous standards.
7 - HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (three separate metrics).	69	67	Green	2013	The main metric for this KPM, high school graduation, was above target for 2013 (the most recent year for which data is available) and experienced an increase in the graduation rate compared to 2012. Oregon's percentage of dropouts increased slightly but is still under the targeted percentage 4%—a positive outcome.

Agency Management Report

KPMs For Reporting Year 2014

Finalize Date: 8/20/2014

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
8 - COLLEGE READINESS - Success rate, participation rate, and second year persistence rate of Oregon PK-12 students into post-secondary institutions.	54	50	Green	2012	Oregon's current rates for these measures, although improving, are currently not improving fast enough to get Oregon to its year 2025 goal of 40% of high school students earning a bachelor's degree or higher, 40% earning an associate's degree or other postsecondary credential, and 20% earning a high school diploma (the "40-40-20 goal"). In particular, Oregon's college participation rate must increase dramatically if the state is to reach the 40-40-20 goal. Improving performance on these measures will require that students leave Oregon's high schools better prepared for the challenges of college. Increased college participation and persistence will also require that Oregon work to reduce the rate of growth in college costs and college tuition and find ways to provide financial aid to students most in need.

Agency Management Report

KPMs For Reporting Year 2014

Finalize Date: 8/20/2014

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
9 - SCHOOLS CLOSING THE ACHIEVEMENT GAP— Percentage of schools closing the academic achievement gap.	36	30	Green	2014	The targets for the overall measure of closing the achievement gap for economically disadvantaged , English Learners, students with disabilities, and culturally, racially, and ethnically students has not been met. While there have been gains in the Pacific Islander student population as compared to the state average for 2012-13 and 2013-14, there remains a glaring gap among each subpopulation, the state average, and White students. Without sharply defined equity initiatives, culturally responsive professional development for educators, and connections to families and community-based organizations, the gaps will persist. We have the knowledge, skills, and commitment to ensuring that all students succeed in Oregon school systems; the task is making sure this happens.
10 - SCHOOLS OFFERING ADVANCED COURSES— Percentage of schools offering advanced courses.	58.20	67.00	Yellow	2014	Although the percentage of schools offering advanced courses is still below target, the percentage has held steady compared to 2013. Oregon also continues to do well in related measures. For instance, well over 18,000 Oregon students earned college academic credit through programs that partner community colleges, colleges, or state universities with local schools to provide college courses at high schools. In 2013, 18,749 Oregon students earned concurrent enrollment/dual credit. These students might also have been AP or IB test-takers. Oregon was also one of the top five states with the greatest expansion of AP Scores 3+ since 2003. This means that Oregon has shown growth in the number of students that score at the level at which higher education institutions grant credit.

Agency Management Report

KPMs For Reporting Year 2014

Finalize Date: 8/20/2014

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
11 - SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type.	67,607	87,000	Green	2014	The number of reported incidents for all three metrics (suspension, expulsions, and truancy events) continue to be significantly below target—the desired outcome. In recent years, schools and districts have made excellent progress in the implementation of research-based prevention programs and with using proactive, preventive, and positive alternatives when disciplining students. In addition, familiarity with the discipline data collection and its relevant specifications has increased in recent years, including making informed and data-based decisions when intervening with student behavior problems, as well as improved practices with monitoring, regulating, preventing problems, and disciplining students. Resources are needed for our districts to continue their efforts regarding safe and healthy learning environments, as well as to continue our work towards providing equitable disciplinary and instructional practices.
12 - SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the “watch list.”	0	0	Exception	2014	Due to a limitation in the reporting mechanism, this KPM’s status incorrectly appears as “Exception.” This KPM should be categorized as “Green” since performance for this KPM met the target for both metrics. Also, it is worth noting that the number of schools on the watch list has remained at zero (0) for the fifth year in a row.

Agency Management Report

KPMs For Reporting Year 2014

Finalize Date: 8/20/2014

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
13 - BUS SAFETY—Number of bus accidents, severity of accident, and who was at fault, compared to a similar state and the national average.	60	65	Green	2014	The number of total school bus accidents dropped by 6%, when compared to 2013. There are 6,536 school bus drivers in the state and 6.4%, or 423 drivers, were involved in a crash, with only 255 instances, or 3.9% of the drivers being at fault. This equates to an accident rate per million miles traveled at 3.87 for the 2013-14 school year. Lastly, Oregon should be very proud there have been no fatalities in the school bus due to accidents in the last 38 years.
14 - HIGHLY QUALIFIED TEACHERS - Percentage of core academic classes taught by highly qualified teachers.	98	100	Green	2012	Oregon has continued to increase the percentage of teachers deemed highly qualified to teach.
15 - MINORITY STAFF— Percentage of schools increasing or maintaining a high percentage of minority staff (Shared Measure with Teaching Standards Practices Commission and OUS).	12	8	Green	2014	In order to reach targets set by the Minority Teacher Act, ODE will have to continue focused efforts and support to school districts and post-secondary teacher preparation programs to close the minority educator gap.
16 - TIMELY ASSESSMENTS AND ASSESSMENT RESULTS —Percentage of statewide assessment and statewide assessment results provided to districts on time	100	100	Green	2014	ODE successfully met its targeted percentage of both assessments available on time and assessment results released on time.
17 - ON-TIME TECHNICAL PROJECTS—Percentage of technology projects met on schedule	97	95	Green	2014	ODE continues to exceed our target this year.

Agency Management Report

KPMs For Reporting Year 2014

Finalize Date: 8/20/2014

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
18 - CUSTOMER SERVICE – Percentage of customers rating the agency’s customer service as “good” or “excellent”	71.00	70.00	Green	2013	The 2013 survey results indicate that ODE continues to make steady gains in improving customer service and is on the right track to continue increasing customer satisfaction. ODE exceeded its target of 70% for four criteria and was within 6% of its target for the two remaining criteria (availability of information and timeliness).

This report provides high-level performance information which may not be sufficient to fully explain the complexities associated with some of the reported measurement results. Please reference the agency's most recent Annual Performance Progress Report to better understand a measure's intent, performance history, factors impacting performance and data gather and calculation methodology.



Oregon Department of Education

ROB S. SAXTON
DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION
255 CAPITOL STREET NE
SALEM, OREGON 97310
(503) 947-5600
AUGUST 22, 2014

Affirmative Action Plan 2015 – 2017 Biennium

AFFIRMATIVE ACTION PLAN
2015-2017 BIENNIUM

	<u>PAGE</u>
COVER LETTER.....	3
I. AGENCY DESCRIPTION.....	6
A. Mission and Objectives	
B. Agency Administrator	
C. Governor’s Policy Advisor for the Oregon Department of Education	
D. Agency Affirmative Action Representative	
E. Positions Designated by Working Title as Related to “Diversity”, “Inclusion”, “Access”, or “Equity”	
F. Organizational Chart	
II. AFFIRMATIVE ACTION PLAN.....	11
A. Affirmative Action Policy Statement	
B. Diversity & Inclusion Statement	
C. Training, Education and Development Plan (TEDP)	
1. Employees	
2. Volunteers	
3. Contractors/Vendors	
D. Programs	
1. Internship Programs	
a. Formal	
b. Informal	
2. Mentorship Program(s)	
3. Community Outreach Programs	
a. Career Fairs	
b. Community Events/Festivals	
c. Trade-Specific Events	
4. Diversity Awareness Programs	
a. Agency-Wide Diversity Council	
b. Employee Resource Groups (ERGs)/Affinity Groups	
c. Diversity Presentations and/or Activities	
5. Leadership Development/Training Program	
a. EEO data of trainees	
b. Results of development/training program	
E. Update: Executive Order 08-18	
1. Cultural Competency Assessment and Implementation Services	
2. Statewide Exit Interview Survey	
3. Performance Evaluations of all Management Personnel	
F. Status of Contracts to Minority-owned Businesses (ORS 659A.015)	
a. Number of contracts with Minority or Women-owned businesses	

III.	ROLES FOR IMPLEMENTATION OF AFFIRMATIVE ACTION PLAN.....	30
	A. Responsibilities and Accountabilities	
	1. Administrator	
	2. Managers and Supervisors	
	3. Affirmative Action Representative	
IV.	JULY 1, 2012 – JUNE 30, 2014.....	34
	A. Accomplishments	
	B. Progress made or lost since previous biennium	
V.	JULY 1, 2014 – JUNE 30, 2017.....	38
	A. Affirmative Action Plan Goals	
	B. Strategies and timelines for achieving goals	
VI.	APPENDIX A.....	41
	1. Diversity and Inclusion Steering Committee Charter	
	2. Statewide HRSD Policy 50.020.10 – ADA and Reasonable Accommodations in Employment	
	3. Statewide HRSD Policy 50.010.01 – Discrimination and Harassment Free Workplace	
	4. Agency Policy 581-210 – Promotion and Maintenance of a Respectful Workplace	
	5. Statewide HRSD Policy 50.010.03 – Maintaining a Professional Workplace	
	6. Agency Policy 581-208 – Support of Employee Involvement in Schools and Learning	
	7. Agency Policy 581-501 – Payment of Tuition for Accredited Higher Education	
	8. DAS Statewide Administrative Rule 105-040-0015 – Veteran’s Preference in Employment	
VII.	APPENDIX B.....	62
	1. Age Discrimination in Employment Act of 1967 (ADEA)	
	2. Disability Discrimination Title I of the Americans with Disabilities Act of 1990 (ADA)	
	3. Equal Pay and Compensation Discrimination Equal Pay Act of 1963, and Title VII of the Civil Rights Act of 1964	
	4. Genetic Information Discrimination Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)	
	5. National Origin Discrimination Title VII of the Civil Rights Act of 1964	
	6. Pregnancy Discrimination Title VII of the Civil Rights Act of 1964	
	7. Race/Color Discrimination Title VII of the Civil Rights Act of 1964	
	8. Religious Discrimination Title VII of the Civil Rights Act of 1964	
	9. Retaliation Title VII of the Civil Rights Act of 1964	
	10. Sex-Based Discrimination Title VII of the Civil Rights Act of 1964	
	11. Sexual Harassment Title VII of the Civil Rights Act of 1964	



Oregon Department of Education

John A. Kitzhaber, MD, Governor

Office of the Deputy Superintendent

255 Capitol St NE

Salem, OR 97310

Voice: 503-947-5600

Fax: 503-378-5156

To: Governor's Affirmative Action Office and Department of Administrative Services

The policies of the State Board of Education and the Oregon Department of Education provide that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, sexual orientation, religion, national origin, age, mental or physical disability, or any reason prohibited by state or federal law.

Oregon recognizes that a passive prohibition of discriminatory acts is not enough, and that is why one of my priorities has been and will continue to be support for affirmative action and equal opportunity.

Therefore, I have directed the Oregon Department of Education to update the Agency's Affirmative Action Plan for the 2015-2017 biennium in order to set out a specific plan to promote equal opportunities for all individuals, based on merit, ability, and potential.

At the Oregon Department of Education, we are guided by the following mission and values:

Mission

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

Values

- **Equity for Every Student.** We strive to eliminate Oregon's achievement gap. We expect every student will meet or exceed high standards and fulfill his or her potential in an adaptive environment of respect and skilled instruction.
- **High Quality Education.** We support our education partners in delivering high quality curriculum and instruction, while fostering a love of learning and attending to the needs and wellness of the whole child. We accomplish this by promoting excellent teaching, effective leadership, and continuous improvement at all levels of the system.

- **Results Focused.** We act with urgency and focus on equitable results because our work is important and the stakes are high. Our state and the public have entrusted us to be the stewards of our public resources for education, to be the definitive source of data about a schools performance, and to intervene on behalf of Oregon’s students when improvement is needed.
- **Service.** We know that excellent service to Oregon’s districts, schools, parents, youth, and communities is central to our work. We commit to timely, accurate, efficient, and reliable service.
- **Leadership.** We lead by example and hold ourselves and our work to the highest standard. We champion our schools, safeguard our education system, promote best practice, and act as responsible stewards of our resources.
- **Teamwork.** We work as a team, across units, to build strong relationships based on trust and seek positive impact in all of our interactions.
- **People Are Our Greatest Asset.** We know diversity adds strength to our workforce. We seek to attract, develop, and retain the best talent in our organization. We cultivate and celebrate employees who exceed expectations, deliver results, demonstrate a can-do attitude, and foster collaboration.

The goals and objectives which will help us achieve our mission were developed through an equity lens and encompass not only our agency values, but our commitment to achieving a diverse and inclusive environment throughout Oregon’s education enterprise so that every student reaches their full potential. This commitment is evidenced by the following goals:

Goal 1 – Learners

Every student graduates from high school and is ready for college, career, and civic life.

Goal 2 – Educators

Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.

Goal 3 – Schools & Districts

Increase performance for all schools and districts in order to create systems of excellence across the state.

Goal 4 – Communities

ODE meaningfully engages parents, stakeholders, and the larger community to help make Oregon’s schools the best in the country.

Goal 5 – ODE

Make ODE the best place to work.

OREGON DEPARTMENT OF EDUCATION

Oregon Department of Education
2015-2017 Affirmative Action Plan
Cover Letter Page 3

The objectives under each of these goals can found on pages 39 – 40. In order to achieve these goals, I have directed my staff to take the following actions:

- Monitor our progress in reaching our diversity goals each quarter.
- Market job openings to diverse recruitment sources to provide outreach to underrepresented groups, including job fairs, internet-based publications, email listservs, and specialized recruiting firms;
- Encourage alternate methods of filling jobs, including job rotation and developmental assignments, to create additional opportunities for current employees;
- Identify and utilize effective training and development opportunities sponsored by the state of Oregon such as the Management Development Series and Leadership Oregon through the Department of Administrative Services, and external entities such as the Executive Forum's Leadership Lab;
- Hold managers accountable for promoting work environments of respect, dignity, and professionalism agency-wide;
- Hold all employees accountable, through annual performance evaluations, for work environments that are professional and respectful;
- Promote tolerance and acceptance among all employees, stakeholders, customers, and students by increasing awareness and knowledge of the rich cultural diversity in the state of Oregon; and
- My leadership team is filling out the Coalition of Communities of Color organizational equity assessment, and our entire staff will be asked to take Unity Works' diversity climate survey so we can establish an understanding of our policies, procedures, and staffs' values around equity so we can continue to improve upon it in the coming year.

I am proud of the progress the Oregon Department of Education has already made, especially that we continue to seek ways to increase our overall representation of people of color in many offices. As you see in this report, there is more work to do, but progress has been made, and I remain committed to the successful completion of this important work.

Sincerely,



Rob S. Saxton
Deputy Superintendent of Public Instruction

I. AGENCY DESCRIPTION

A. Mission and Objectives

The Oregon Department of Education (ODE) functions under the direction and control of the State Board of Education, with the Deputy Superintendent of Public Instruction serving as an administrative officer for public school matters and as agency administrator. Administrative functions of the State Board of Education are exercised through ODE, and ODE exercises all administrative functions of the state relating to the supervision, management, and control of schools not conferred by law on some other agency.

The Deputy Superintendent of Public Instruction exercises, under the direction of the State Board of Education, a general superintendence of public schools, and acts as an administrative officer of the State Board of Education and the executive head of ODE. As such, the Deputy Superintendent directs and supervises all agency activities.

Rob Saxton was appointed as the Acting Deputy Superintendent of Instruction on July 31, 2012, and was formally confirmed by the Oregon Senate on September 14, 2012, as Oregon's first appointed head of the Oregon Department of Education. As Deputy Superintendent, he provides leadership for all elementary and secondary students in Oregon's public schools and education service districts. He is responsible for statewide standards and instruction programs, school improvement efforts, and Oregon's statewide assessment system. His leadership also extends to the Early Learning Division, the Youth Development Division, the state School for the Deaf, regional programs for children with disabilities and education programs in Oregon's youth correctional facilities. In addition, ODE acts as a liaison and monitors implementation for a variety of state and federal programs.

Deputy Superintendent Saxton's priority is to focus the state's efforts on ensuring all students, regardless of background, graduate from high school prepared for college, career, and citizenship. Oregon's legislatively adopted goal is that by the year 2025, 100 percent of Oregonians will earn a high school diploma or its equivalent, 40 percent will earn a post-secondary credential, and 40 percent will obtain a bachelor's degree or higher.

The Deputy State Superintendent, working with the Chief Education Officer, the Oregon Education Investment Board, the State Board of Education and ODE staff, has set the following major priorities for Oregon students and the performance of the agency:

- **Equity.** Ensuring that the equity lens we've adopted is central in all of our work such that each and every student, regardless of circumstances receives a high quality education.
- **Outcomes.** Building a unified system of education from birth to college & career so that students can move along the pathway seamlessly.

OREGON DEPARTMENT OF EDUCATION

- **Transitions & Barriers.** Working with education leaders and community partners to support key educational transitions (from pre-school programs to elementary schools, and from high school to college or the workforce) and driving efforts to mitigate barriers to more effectively move students along the education continuum.
- **Investments.** Making recommendations to the Governor and legislature as to how the state can resource education to produce the best outcomes for students including: strategic investments and budgeting to outcomes.

To accomplish the goals listed above, the Oregon Department of Education has established the following mission and values:

Mission

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

Values

- **Equity for Every Student.** We strive to eliminate Oregon's achievement gap. We expect every student will meet or exceed high standards and fulfill his or her potential in an adaptive environment of respect and skilled instruction.
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- **Results Focused.** We act with urgency and focus on equitable results because our work is important and the stakes are high. Our state and the public have entrusted us to be the stewards of our public resources for education, to be the definitive source of data about a schools performance, and to intervene on behalf of Oregon's students when improvement is needed.
- **Service.** We know that excellent service to Oregon's districts, schools, parents, youth, and communities is central to our work. We commit to timely, accurate, efficient, and reliable service.
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- **Teamwork.** We work as a team, across units, to build strong relationships based on trust and seek positive impact in all of our interactions.

- **People Are Our Greatest Asset.** We know diversity adds strength to our workforce. We seek to attract, develop, and retain the best talent in our organization. We cultivate and celebrate employees who exceed expectations, deliver results, demonstrate a can-do attitude, and foster collaboration.

B. Agency Administrator

Rob S. Saxton, Deputy Superintendent of Public Instruction
255 Capitol Street NE
Salem, Oregon 97310
(503) 947-5600

C. Governor's Policy Advisor for the Oregon Department of Education

Dani Ledezma, Governor's Education Policy Advisor
900 Court Street NE, Suite 160
Salem OR 97301
(503) 378-3072

D. Agency Affirmative Action Representative

Serilda Summers-McGee, Director of Human Resources
255 Capitol Street NE
Salem, Oregon 97310
(503) 947-5885
serilda.summers-mcgee@ode.state.or.us

The Affirmative Action Representative is located in the Human Resources section in the Office of the Deputy Superintendent.

E. Positions Designated by Working Title as Related to “Diversity”, “Inclusion”, “Access”, or “Equity”

The Department of Education has a number of positions in the agency, in addition to the Affirmative Action Representative listed above, that are dedicated in whole or part to protecting and promoting the rights of underrepresented groups. These positions include:

OFFICE OF LEARNING – Education Equity Unit

Assistant Superintendent

David Bautista
255 Capitol Street NE
Salem, Oregon 97310
(503) 947-5750
david.bautista@ode.state.or.us

Education Specialist

Timothy Blackburn
255 Capitol Street NE
Salem, Oregon 97310
(503) 947-5688
timothy.blackburn@ode.state.or.us

Advisor to the Deputy Superintendent on Indian Education

April Campbell
255 Capitol Street NE
Salem, Oregon 97310
(503) 947-5810
april.campbell@ode.state.or.us

Civil Rights Specialist

Winston Cornwall
255 Capitol Street NE
Salem, Oregon 97310
(503) 947-5675
winston.cornwall@ode.state.or.us

Education Specialist

Jonathan Fernow
255 Capitol Street NE
Salem, Oregon 97310
(503) 947-5807
jonathan.fernow@ode.state.or.us

Education Specialist

Martha Martinez
255 Capitol Street NE
Salem, Oregon 97310
(503) 947-5778
martha.martinez@ode.state.or.us

Education Specialist

Kimberly Miller
255 Capitol Street NE
Salem, Oregon 97310
(503) 947-5712
kim.a.miller@ode.state.or.us

Education Specialist

Karin Moscon
255 Capitol Street NE
Salem, Oregon 97310
(503) 947-5706
karin.moscon@ode.state.or.us

Education Specialist

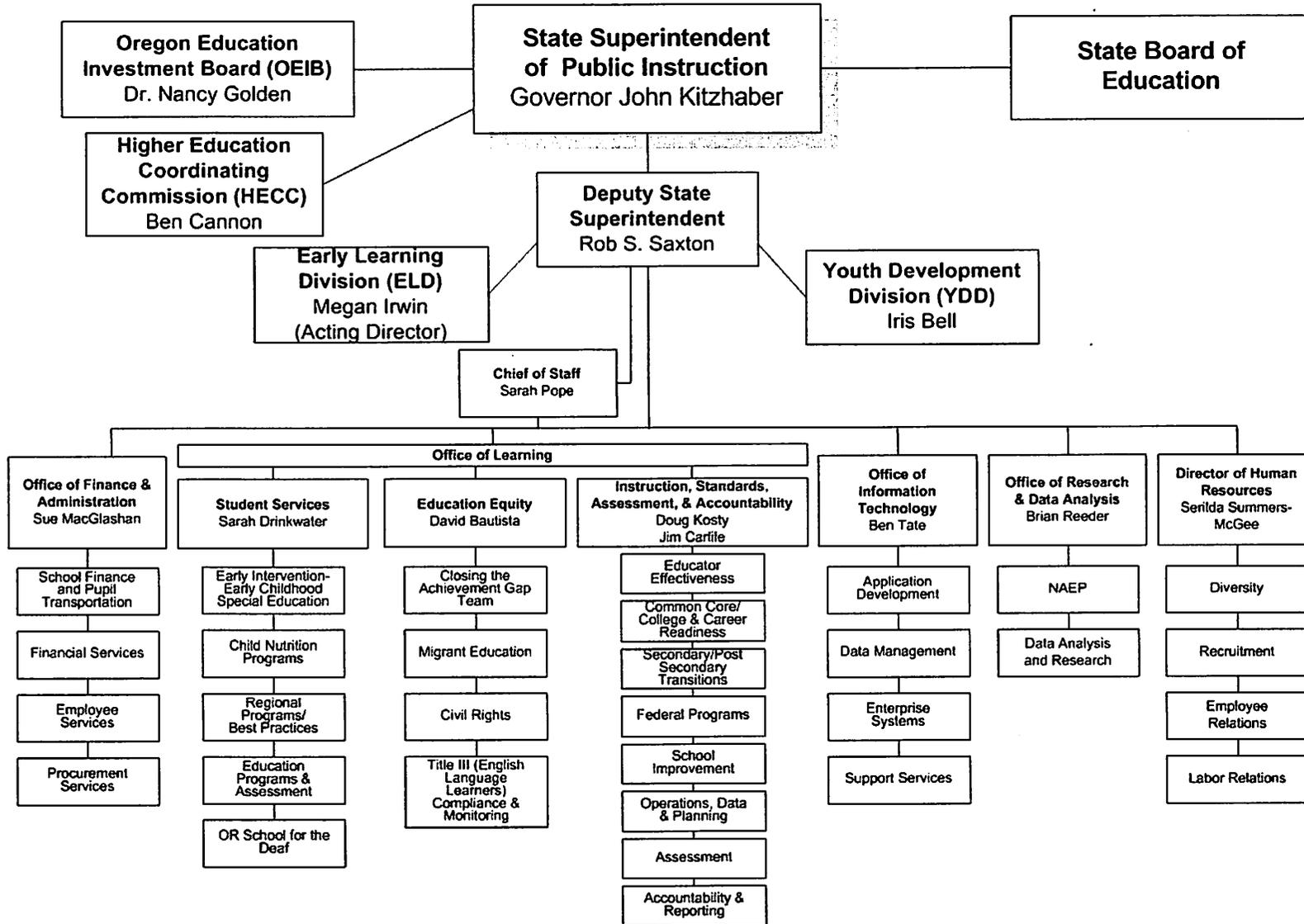
Rudyane Rivera-Lindstrom
255 Capitol Street NE
Salem, Oregon 97310
(503) 947-5617
rudyane.lindstrom@ode.state.or.us

Education Specialist

Markisha Smith
255 Capitol Street NE
Salem, Oregon 97310
(503) 947-5669
markisha.smith@ode.state.or.us

F. Organization Chart

OREGON DEPARTMENT OF EDUCATION
Organization Overview



II. AFFIRMATIVE ACTION PLAN

A. Affirmative Action Policy Statement

Administrator's Equal Employment Opportunity/Affirmative Action (EEO/AA) Policy Statement

The Department of Education's 2015-2017 Affirmative Action Plan has been prepared to provide a specific program to promote equal opportunities for all individuals to seek employment, to work, and to be promoted on the basis of merit, ability, and potential. It is the policy of the State Board of Education and a priority of the Oregon Department of Education and the Deputy State Superintendent of Public Instruction that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, sexual orientation, religion, national origin, age, mental or physical disability, or any reason prohibited by state statute or federal regulation. ODE recognizes that a passive prohibition of discriminatory acts is not enough. The directives and guidelines of the Governor's Statewide Affirmative Action Plan will be approached with a positive attitude and purposeful effort by all employees of ODE.

ODE's plan provides the umbrella for (1) assessing diversity efforts within ODE; (2) creating an inclusive work environment that encourages employees to reach their full potential; and (3) guiding ODE to become an "Employer of Choice."

It is the policy of the Department of Education to provide an environment for each employee and each applicant that is free from sexual harassment, as well as harassment and intimidation because of an individual's race, color, religion, gender, sexual orientation, national origin, age, or disability.

To achieve this inclusive work environment, ODE will carry out an Affirmative Action program that provides procedures for the consideration of protected class candidates in all aspects of human resource management.

Affirmative Action Representative

Our Affirmative Action Representative, Serilda Summers-McGee, is located in the Human Resources section of the Office of the Deputy Superintendent. She can be reached by telephone at (503) 947-5885 or by email at serilda.summers-mcgee@ode.state.or.us. It is our intention that the Affirmative Action Representative attends the Governor's Diversity and Inclusion/Affirmative Action/Equal Employment Opportunity (DI/AA/EEO) meetings as well as trainings provided by the US Equal Employment Opportunity Commission (EEOC). Our Affirmative Action Representative shall encourage a workplace that is polite, courteous and respectful and advocate our policy for the Promotion and Maintenance of a Respectful Workplace. (see Appendix A).

Recruitment Activities

The Department of Education is an equal-opportunity employer that is committed to a proactive role in the recruitment and selection process. We will use diverse recruitment strategies to identify and attract candidates, and establish interview panels that represent protected class groups.

Individuals with Disabilities

The Department of Education will not discriminate, nor tolerate discrimination, against any applicant or employee because of physical or mental disability in regard to any position for which the known applicant for employment is qualified.

Additionally, we agree to take affirmative action to employ, advance in employment, and otherwise treat known qualified individuals with disabilities without regard to their physical or mental disabilities in all human resources selection and decision practices. This includes: advertising, benefits, compensation, discipline, layoff, employee facilities, performance evaluations, recruitment, and training. We will continue to administer these practices without regard to race, color, religion, gender, sexual orientation, national origin, age or disability.

Reasonable Accommodation

ODE is committed to engage in an interactive discussion with all employees who request an accommodation.

It is the policy of the Oregon Department of Education to provide reasonable accommodation to any qualified person with a disability. The agency will make every reasonable effort to ensure that qualified applicants and employees are able to continue to perform the essential job functions of the position, including modifications or adjustments to the job application process, the work environment, and/or the manner in which a job is performed.

"Reasonable accommodation" is defined as a modification or an adjustment to the job or the work environment that will enable a qualified applicant or employee with a disability to perform essential job functions. This includes adjustments to ensure that a qualified individual with a disability has rights and privileges in employment equal to those of non-disabled employees. Reasonable accommodation is required unless it would cause the agency undue hardship.

"Undue hardship" is defined as an action requiring significant difficulty or expense when considered in light of factors such as an employer's size, financial resources, the nature and structure of its operation, and the cost and nature of the accommodation.

Employees may request reasonable accommodation at any time during employment. It is the responsibility of the individual seeking accommodation to inform the agency of the need for accommodation.

Members of the Uniformed Services

The Department of Education will not discriminate, or tolerate discrimination, against any employee because they are a member, or apply to be a member, or perform, have performed, applied to perform or have an obligation to perform service in a uniformed service.

The term “uniformed services” means the Armed Forces; the Army National Guard and the Air National Guard when engaged in active duty for training, inactive duty training, or full-time National Guard duty; the commissioned corps of the Public Health Service; and any other category or persons designated by the President in time of war or national emergency.

Veterans applying for positions with ODE are given preference during the recruitment process.

Performance Evaluations

It is the responsibility and expectation of all agency managers and supervisors, under the guidance of the agency’s Affirmative Action Representative, Serilda Summers-McGee, to successfully implement the 2015-2017 Affirmative Action Plan. Managers and supervisors are held accountable for successful implementation and administration of the plan through the agency’s annual performance evaluation process for managers and supervisors. All performance evaluations are reviewed by the Affirmative Action Representative, Serilda Summers-McGee, to ensure managers and supervisors are held accountable. EEO/AA statistical progress and claim information related to discrimination and/or harassment will be monitored and addressed in the performance evaluation process.

Complaint Procedures

All applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under this policy.

Complaint procedures are addressed in both ODE policy 581-210, Promotion and Maintenance of a Respectful Workplace and DAS Statewide policy 50.010.01, Discrimination and Harassment Free Workplace. (See Appendix A)

Employees who feel they have been harassed or discriminated against are encouraged to bring such behavior to the attention of the Affirmative Action Representative and/or management via the procedures outlined in the agency’s Respectful Workplace policy. (see Appendix A) Employees who feel they are being harassed or employees who are aware of harassing behavior should report this to the Affirmative Action Representative, Serilda Summers-McGee, a manager or Union representation. The agency’s Affirmative Action Representative, Serilda Summers-McGee, is located in the Human Resources section in the Office of the Deputy Superintendent. She can be reached by telephone at (503) 947-5885 or by email at serilda.summers-mcgee@ode.state.or.us.

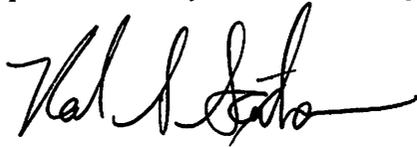
This message is communicated to employees in numerous ways. For example: all-staff emails, agency and individual unit newsletters and various internal meetings held throughout the agency. Because of our excellent working relationship with our Labor leaders we have been assisted in carrying that message to represented staff at additional times.

The policy also spells out external agencies that can receive complaints from employees such as the Governor's Affirmative Action Office which can be reached by telephone at (503) 986-6524 or by email at frank.garcia@state.or.us; the United States Equal Employment Opportunity Commission (EEOC) which can be reached by telephone at (800) 669-4000, (800) 669-6820 (TTY), or by email at info@eeoc.gov; or the Civil Rights Division of the Oregon Bureau of Labor and Industries which can be reached by telephone at (971) 673-0764 or by email at crdemail.boli@state.or.us. Additionally, employees may contact their union or the Department of Administrative Services (DAS).

Training and Career Growth

ODE is committed to providing broad and culturally enriched training, career growth and developmental opportunities to all employees on an equal basis, enabling them to further advance and promote their knowledge, skills, and abilities.

ODE maintains a copy of the Affirmative Action Plan on the website for all employees to access. Managers shall participate and encourage others to participate in the activities designed to promote affirmative action. The agency's Management Team will make necessary decisions and monitor the accomplishment of this plan on an ongoing basis and make plan adjustments as necessary. This includes reviewing personnel practices, procedures, and the work climate to identify possible roadblocks to equal employment opportunity and upward mobility, and then taking appropriate remedial action.



Rob S. Saxton
Deputy Superintendent of Public Instruction

Date: August 22, 2014

B. Diversity & Inclusion Statement

Diversity is understood as a fundamental paradigm shift and systemic change in workplace culture. It requires the conscious management of diversity, with the aim of fostering and retaining a qualified and productive workforce. By supporting open and respectful environments, and by offering a spectrum of approaches, the organization as a whole, as well as individual potential, will be strengthened.

Inclusion helps to ensure that employees from diverse backgrounds are able to contribute, remain with the agency, and flourish.

The ultimate goal of having a diverse workforce and an inclusive work environment is to deliver better services to our customers (internal and external) and meet the needs of our stakeholders. We see with stark clarity that our effectiveness in providing responsive public services is dependent on our ability to rapidly adapt to the changing dynamics of our global environment. The transformation of an organization's culture to this end requires a long-term commitment. Effective leadership and accountability are critical to sustaining this organization-wide commitment. The following strategies and objectives are aimed at facilitating and sustaining the effort to achieve the ultimate goal of diversity and inclusion.

Diversity and Inclusion Representative

Our Diversity and Inclusion Representative, Serilda Summers-McGee, is located in the Human Resources section of the Office of the Deputy Superintendent. She can be reached by telephone at (503) 947-5885 or by email at serilda.summers-mcgee@ode.state.or.us. It is our intention that the Diversity and Inclusion Representative attends the Governor's Diversity and Inclusion/Affirmative Action/Equal Employment Opportunity (DI/AA/EEO) meetings as well as trainings provided by the US Equal Employment Opportunity Commission (EEOC). Our Diversity and Inclusion Representative shall encourage a workplace that is polite, courteous and respectful and advocate our policy for the Promotion and Maintenance of a Respectful Workplace. (see Appendix A)

Diverse Workforce

It is the policy of ODE to strive to eliminate the effects of past and present discrimination, intended or unintended, that are evident by analysis of present employment patterns and practices. We are committed to establishing and maintaining a diverse workforce reflective of the diverse population within the State of Oregon.

Inclusion programs are developed, crafted, and implemented with regard to employees at all levels of the organization.

Individuals with Disabilities

The Department of Education will not discriminate, nor tolerate discrimination, against any applicant or employee because of physical or mental disability in regard to any position for which the known applicant for employment is qualified.

ODE is committed to engage in an interactive discussion with all employees who request an accommodation.

Additionally, we agree to take affirmative action to seek to employ, advance in employment, and otherwise treat known qualified individuals with disabilities without regard to their physical or mental disabilities in all human resources selection and decision practices. This includes: advertising, benefits, compensation, discipline, layoff, employee facilities, performance evaluations, recruitment, and training. We will continue to administer these practices without regard to race, color, religion, gender, sexual orientation, national origin, age or disability.

Reasonable Accommodation

It is the policy of the Oregon Department of Education to provide reasonable accommodation to any qualified person with a disability. The agency will make every reasonable effort to ensure that qualified applicants and employees are able to continue to perform the essential job functions of the position, including modifications or adjustments to the job application process, the work environment, and/or the manner in which a job is performed.

"Reasonable accommodation" is defined as a modification or an adjustment to the job or the work environment that will enable a qualified applicant or employee with a disability to perform essential job functions. This includes adjustments to ensure that a qualified individual with a disability has rights and privileges in employment equal to those of non-disabled employees. Reasonable accommodation is required unless it would cause the agency undue hardship.

"Undue hardship" is defined as an action requiring significant difficulty or expense when considered in light of factors such as an employer's size, financial resources, the nature and structure of its operation, and the cost and nature of the accommodation.

Employees may request reasonable accommodation at any time during employment. It is the responsibility of the individual seeking accommodation to inform the agency of the need for accommodation.

Members of the Uniformed Services

The Department of Education will not discriminate, or tolerate discrimination, against any employee because they are a member, or apply to be a member, or perform, have performed, applied to perform or have an obligation to perform service in a uniformed service.

The term “uniformed services” means the Armed Forces; the Army National Guard and the Air National Guard when engaged in active duty for training, inactive duty training, or full-time National Guard duty; the commissioned corps of the Public Health Service; and any other category or persons designated by the President in time of war or national emergency.

Veterans applying for positions with ODE are given preference during the recruitment process.

Diversity and Inclusion Steering Committee

ODE currently has a Diversity and Inclusion Steering Committee. Members were specifically identified and asked to participate from all areas of the agency. Members were selected because of their unique experience within underrepresented populations. The Diversity and Inclusion Representative serves as the facilitator. We have developed a charter to help the committee meet clear goals, and to help the agency meet its goals around diversity and inclusion. (see Appendix A)

The Department of Education defines diversity in its broadest context to include all that makes us unique: race, color, gender, religion, national origin, age, disability status, culture, sexual orientation, gender identity, parental status, educational background, socioeconomic status, intellectual perspective, organizational level, and more. By doing so, we are able to harvest the full performance advantages our diversity offers. Inclusion is the means by which we harvest this talent. It is the deliberate effort to leverage diversity and empower all voices to contribute to the mission.

The committee realizes ODE must have conditions in place to ensure that diverse perspectives are heard and all contributors are empowered. To achieve this, we must look internally at our organizational cultures and the institutional processes that impact employees’ ability to fully participate and contribute to the mission. The committee is assisting the agency to examine and eliminate systemic barriers to inclusion in all aspects of the organizations. The aim is to build an inclusive organization as characterized by equal access to opportunity, culturally competent norms, transparent communications, participatory work processes and decision-making, constructive conflict management, leadership development, equitable rewards systems, and shared accountability. These inclusion characteristics are drivers of our committee’s engagement and organizational performance. We believe that inclusion holds the key to actualizing the performance potential of workforce diversity.

Performance Evaluations

It is the responsibility and expectation of all agency managers and supervisors, under the guidance of the agency's Diversity and Inclusion Representative, Serilda Summers-McGee, to successfully implement the 2015-2017 Affirmative Action Plan. Managers and supervisors are held accountable for successful implementation and administration of the plan through the agency's annual performance evaluation process for managers and supervisors. All performance evaluations are reviewed by the Diversity and Inclusion Representative, Serilda Summers-McGee, to ensure managers and supervisors are held accountable. EEO/AA statistical progress and claim information related to discrimination and/or harassment will be monitored and addressed in the performance evaluation process.

Managers are directed and encouraged to conduct interactive discussions with employees to discern what goals and achievements employees are interested in, and to align employees' professional development to their annual evaluation. ODE tracks data from employees' personal learning plans to monitor the alignment of professional development with annual evaluations.

Complaint Procedures

All applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation related to diversity and inclusion.

Complaint procedures are addressed in both ODE policy 581-210, Promotion and Maintenance of a Respectful Workplace and DAS Statewide policy 50.010.01, Discrimination and Harassment Free Workplace. (see Appendix A)

Employees who feel they have been harassed or discriminated against are encouraged to bring such behavior to the attention of the Diversity and Inclusion Representative and/or management via the procedures outlined in the agency's Respectful Workplace policy. (see Appendix A) Employees who feel they are being harassed or employees who are aware of harassing behavior should report this to the Diversity and Inclusion Representative, Serilda Summers-McGee, a manager or Union representation. The agency's Diversity and Inclusion Representative, Serilda Summers-McGee, is located in the Human Resources section in the Office of the Deputy Superintendent. She can be reached by telephone at (503) 947-5885 or by email at serilda.summers-mcgee@ode.state.or.us.

This message is communicated to employees in numerous ways. For example: All-staff emails, agency and individual unit newsletters, and various internal meetings held throughout the agency. Because of our excellent working relationship with our Labor leaders we have been assisted in carrying that message to represented staff at additional times.

The policy also spells out external agencies that can receive complaints from employees such as the Governor's Affirmative Action Office which can be reached by telephone at (503) 986-6524 or by email at frank.garcia@state.or.us; the United States Equal Employment Opportunity Commission (EEOC) which can be reached by telephone at (800) 669-4000, (800) 669-6820 (TTY), or by email at info@eeoc.gov; or the Civil Rights Division of the Oregon Bureau of Labor and Industries which can be reached by telephone at (971) 673-0764 or by email at crdemail@boli.state.or.us. Additionally, employees may contact their union or the Department of Administrative Services (DAS).

Training and Career Growth

During August and September of 2014, ODE's leadership team is completing the Coalition of Communities of Color organizational equity assessment, all agency staff will be asked to take the Unity Works' diversity climate survey, and training on equity will be provided at the agency's all-staff meeting. In addition, we plan to work with a contractor to provide additional training on equity to our managers. The intention of these efforts is to help us establish an understanding of our policies, procedures, and staffs' values around equity, and continue to improve upon them in the coming year.

ODE is committed to providing broad and culturally enriched training, career growth and developmental opportunities to all employees on an equal basis, enabling them to further advance and promote their knowledge, skills, and abilities, and their values of diversity.

Finally, any training that is undertaken incorporates proven adult learning techniques to affect the behavioral changes required to truly progress the organization toward its goals.

Our human resource staff regularly engages in individual coaching for both supervisory and classified staff.

The agency maintains a copy of the Affirmative Action Plan on the website for all employees to access. Managers shall participate and encourage others to participate in the activities designed to promote diversity and inclusion. The agency's Management Team will make necessary decisions and monitor the accomplishment of this plan on an ongoing basis and make plan adjustments as necessary. This includes reviewing personnel practices, procedures, and the work climate to identify possible roadblocks to diversity and inclusion, and then taking appropriate remedial action.



Rob S. Saxton
Deputy Superintendent of Public Instruction

Date: August 22, 2014

C. Training, Education and Development Plan

In support of Deputy Superintendent Saxton's priorities and pursuant to the provisions of a variety of initiatives related to increased efforts around education equity and culturally responsive pedagogy and practice, House Bill 3233 provided the funding to create and support a twelve employee Education Equity Unit. The Oregon Department of Education has provided increased resources and professional development to school districts, community-based organizations, and post-secondary institutions focused on increasing academic and social outcomes for ALL students.

The Equity Unit's work includes monitoring and addressing Civil Rights issues, efforts to close the achievement and opportunity gaps for students of color and English Learners, and addressing the cultural and academic needs of English Learners, and immigrant students. The Equity Unit has distributed funding to school districts, community based organizations, post-secondary institutions, and other educational stakeholder organizations in the form of grants to support collaborative efforts to design, implement, improve, expand, or otherwise infuse culturally responsive pedagogy and practices to increase student academic achievement, successful dual language programs, high school completion, and successful engagement in post-secondary educational opportunities.

Additional examples of agency work in the area of education equity and diversity includes but is not limited to direct contact with the 9 Oregon Confederated Tribes and their leadership; participation in the Oregon Tribal Government-to-Government process; formation of the Community Advisory Group; participation on various House and Senate Bill committees related to education equity; participation in the Interagency Council for Hunger and Homelessness; and membership on the Governor's Diversity and Inclusion Task Force.

Another key focus of the work of the ODE Equity Unit is increasing and maintaining the number and percentage of schools with a high percentage of culturally, ethnically, racially, and linguistically diverse teaching staff. The educator diversity gap, in addition to a focus on whether academic achievement gaps are closing for diverse student populations, is reported via ODE's key performance measures (KPM). The goal of these key performance measures is report on the current progress in closing gaps for students and teachers. Examples of initiatives that ODE participates in to reach this goal include:

- Partnering with nine Confederated Tribes to preserve and teach Native American indigenous language and culture in schools;
- The Oregon Leadership Network initiative has sponsored a number of summits and school demonstration sites that focus on cultural competency and comprehensive literacy with participation by state policy makers, college and university teacher and administrator preparation programs, and Kindergarten-12th grade teachers and administrators;
- New standards for administrative licensure that include knowledge and skills related to equity and cultural competence.

- Awards for the Oregon Minority Educator Pipeline Models Grant and the Oregon Minority Educator Retention Grant. Each project focuses specifically on the recruitment and retention of educators of color and those who are linguistically diverse.
- Formation of the Oregon Educator Equity Advisory Group to inform and support state efforts to close the educator equity gap.
- Awards for the Culturally Responsive Pedagogy and Practices Grant. Each project focuses on professional development for in-service and pre-service educators related to culturally responsive systemic change.
- Supports for the transition to the new ELP Standards and the ELPA 21 assessment.
- Facilitation of a Spanish language assessment.
- Showcasing best practices around Dual Language programs across the state.

Information regarding education equity and cultural responsiveness is currently available to school district personnel, as well as members of the general public. This includes specific professional development resources and information about education equity and cultural responsiveness on the ODE Equity Unit website. Periodic scheduled professional development opportunities provided by ODE cover various diversity topics including Title III, Title IIC, ELP Standards, ELPA21, and technical assistance to Strategic Investments grantees.

[Link to the Education Equity Unit Website](#)

Employees

While a formal succession plan has not been developed, the agency has a data base of statistics on staff training, education, and development. Our agency is bound by a Collective Bargaining Agreement and DAS policies which dictate the recruitment and hiring process. Data is being tracked and analyzed to assist with identifying staff who are ready now to assume key positions, those who will be ready in six months, and those who will be ready in twelve months. The data provides information necessary for identifying staff with potential for advancement, and those who may be ready to advance now or in the future. It also enables the agency to ensure that opportunities for training and advancement are provided to all employees in an equitable manner. Additionally, we have been able to work some employees out of their classification as promotional, developmental and learning opportunities. We have allowed some employees to participate in job rotations in other agencies for development of their skill and knowledge base. These types of actions allow employees to make known their desires for advancement and gain necessary skills to prepare them for upcoming opportunities.

Although training dollars are limited, we continue to provide in-house training opportunities to help our employees enhance their skills. Our in house training programs include performance evaluation, progressive discipline, recruitment, interviewing, and writing position descriptions. ODE is facilitating the use of iLearnOregon, an online learning management system. This allows us to create and manage our own agency trainings, providing the opportunity to tailor trainings specifically to our agency and create them in-house, resulting in better accuracy and cost savings. Additionally, iLearn Oregon is

accessible to state and non-state employees, requires nothing more than an internet connection and an email address, and the system keeps a record of each individual's trainings. The Child Nutrition Programs and Pupil Transportation units conduct many of their trainings via iLearnOregon with excellent results thus far. In their experience, iLearnOregon has meant less overtime due to travel to training sites throughout the state, as well as better satisfaction on the part of their sponsors who were able to receive their required certification at their place of work, rather than traveling to a specific location.

The use of this program allows people from all areas of the state to attend required training without the hardship of travel and additional expenses.

To use the limited dollars in the most efficient way we, in a group setting, have attended webinars presented by EEOC and well respected private companies. The webinars include hiring practices, people skills and management techniques.

In addition, agency staff will continue to have the opportunity to take advantage of the various training sessions provided by the Oregon Department of Justice. Sessions include:

- Disability Law
- Effective Supervision
- Performance Evaluations: Why They Are So Important and How To Do them Well
- Foundational Role of "Just Cause" for Personnel Matters
- Disciplinary Documentation
- Airtight Investigations
- Social Media in Personnel Investigations
- Managing Social Media: Off Duty Implications

We look at the employee as a whole, and encourage their development in all areas. We support employees through our tuition reimbursement policy. (see Appendix A) The agency has been active in the Certificate of Public Management (CPM) program through Willamette University, using this program to develop possible managers and supervisors. We also have sent employees to Leadership Lab and topics provided by Executive Forum. ODE remains committed to employee development and will continue to offer or facilitate training opportunities when possible.

The agency has regular labor/management committee meetings. The committee consists of an equal number of labor and management representatives. The management representatives are from the Management Team. The committee meets quarterly or sooner if needed to discuss issues that may concern either group. The vision statement of the group is "A quality and productive workplace." The goals of the committee are to (1) facilitate early resolution of worksite concerns, (2) develop recommendations for improved workplace quality and productivity, (3) build mutual respect, and (4) communicate outcomes. The committee is committed to treating all with dignity and respect. Any employee of ODE, whether management or represented, may bring an issue to the labor/management committee. This

information is posted on the agency's website. ODE's Diversity, Inclusion, and Affirmative Action Representative serves the committee in an advisory capacity.

Every newly-hired employee receives a letter with a written confirmation of the job offer. In addition, ODE has developed an onboarding process that will be instrumental to agency efforts to successfully integrate new employees in a collaborative and proactive manner that will foster and encourage inclusion.

All staff members are afforded the opportunity for advancement. Human Resources staff members are available to provide career counseling and developmental planning for employees. This includes job rotations, opportunities to work out of classification, tuition reimbursement, and informational interviews. Managers and supervisors are encouraged to create development plans for staff and discuss career paths, and record this information in performance evaluations annually.

Wherever possible, the agency has established career ladders to provide advancement opportunities for employees, and to attract applicants interested in career opportunities. Information regarding training, education, and development is provided to employees by email, through internal communication publications, paper-based information posted on bulletin boards in all work locations, or disseminated in office or work unit staff meetings that are held regularly on a weekly, bi-weekly, or monthly basis. The agency has a tuition payment policy that allows staff to obtain needed education and advance their skills. This policy recognizes that benefits of education are portable and are shared by the agency and the individual.

We recently began providing new employees with a New Employee Orientation (NEO) curriculum through iLearn Oregon. In the past, due to scheduling conflicts, many new employees would miss NEO training or were unable to attend until several months after their hire date. With the introduction of NEO via iLearn, new employees are able to receive pertinent job information as early as their second day on the job. We provide employees with information on parking and carpool matching, Smart Commuter programs, and bus passes. We fully explain sick and vacation leave, holidays, and personal leave. We provide links to our policies. We inform them of training opportunities, including a link to learn American Sign Language. This is especially useful as we operate the School for the Deaf. Individual units within ODE also provide orientation specific to the employee's work program. During orientation, we discuss our policy on affirmative action and provide a link to the policy. The new employees also receive information on our employee assistance program. We have received positive feedback from new employees on the NEO's applicability and convenience; the training lasts approximately 25 minutes, can be viewed from the comfort of the employee's desk, and covers a myriad of topics including facilities information, timesheet and paystub explanation, agency organization chart, and more.

The agency comes together for all-staff meetings twice each year. These meetings are held to bring agency employees together for information sharing and training, and to provide a forum to build inclusivity and support for ODE's mission and goals.

We have a Safety Committee that is very active in ensuring all employees have a safe work environment. We arrange for flu shot clinics and wellness fairs. The Department is very proactive in conducting ergonomic assessments so that we can accommodate employees should they have any specific physical needs. To keep employees comfortable and productive in the workplace we have purchased special chairs and work surfaces that are adjustable. ODE staff members have been certified to conduct medical ergonomic assessments.

Volunteers

Volunteers are utilized in various areas throughout the agency. In addition to unpaid interns working in agency operations, the Oregon School for the Deaf regularly uses volunteers for their programs. All volunteers have access to the agency's Affirmative Action Plan through ODE's public website and may receive a paper copy upon request. Agency coordinators will inform individuals about the agency's affirmative action plan when they begin volunteering and will provide information to them on how to access the plan. Training is provided both initially to volunteers and on an as needed basis; the nature or need for training is determined by the type of activity they are assigned to perform.

Due to the varied nature of the services provided, meetings with volunteers to discuss the Affirmative Action Plan in detail are not feasible. Efforts are made to ensure volunteers know where and how to access ODE's Affirmative Action Plan.

Contractors/Vendors

The 2015-2017 Affirmative Action Plan will be made available to all providers and vendors through the agency's public website, and a paper copy of the plan will be available to them upon request. Due to the varied nature of the agency's work, group meetings with providers and vendors to discuss the Affirmative Action Plan in detail are not feasible. Efforts are made ensure all providers and vendors know where and how to access ODE's Affirmative Action Plan.

D. Programs

Internship Programs

ODE provides formal internship opportunities that are designed to provide experience for students in the areas of educational policy and administration, political science and public administration, communications/marketing, information technology, community schools, and finance and accounting. The program allows students a chance to apply textbook theories to real world problems while developing an understanding of the agency and its mission. Internships are available to both undergraduate and graduate students of all majors or disciplines who are interested in state government. This program has benefited both the

student interns and ODE, and several past interns have been selected for permanent positions within the agency following their internships.

ODE supports exposure to state service in a variety of informal ways, including “Take Your Child to Work Day” and supporting employee involvement in schools.

Mentorship Programs

Internally, ODE has incorporated the assignment of mentors as part of our onboarding process and Human Resources staff members will be tracking whether it occurs, and holding hiring managers accountable if it does not occur.

Externally, the Oregon Mentoring Program is an important component of the state’s Network of Quality Teaching and Learning. Conceptualized and passed by the Oregon legislature in HB 3233, the Network 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 state’s education enterprise. Nearly five million dollars were awarded as part of Oregon’s 2013-2014 Mentoring Grant for Beginning Teachers and Administrators, and resulted in a total of 1,128 teachers and 135 principals/superintendents being assigned mentors.

Community Outreach Programs

ODE sent representatives to the Oregon Professional Educator Job Fair in April of 2013 and the Warner Pacific College Job Fair in May of 2014. One of the upcoming job fairs the agency is planning to attend is the Innovating Inclusion Panel and Job Fair on September 24, 2014. Attending career fairs will contribute to ODE’s goal to attract and recruit quality applicants of a diverse background. Other methods used are posting job openings on our website and the State jobs page, forwarding job announcements to the deaf community and the Governor’s Affirmative Action Office, utilizing organizations such as Mosaic Metier and Partners in Diversity to publicize job openings, and outreach to specific groups and individuals.

We have developed a training program for staff who participate on interview panels. A quarter of the training program covers unlawful discrimination and the importance of treating all candidates fairly and equally. It also discusses how to make the interview process comfortable and friendly.

Interview panels are created and used to reflect the diversity of the agency’s workforce and stakeholder base. Interview panel members can be from outside agencies, from stakeholder and partner groups, and from both represented and management service employee groups regardless of the status of the recruited position. The best-suited candidate will be selected for each position. “Best-suited” is defined as that individual who meets the minimum qualifications of the position and best serves the needs of the agency and the public it serves at the time the selection is made. It may not be the person with the highest score, the most

experience, or the best education. The decision as to who is the best-suited candidate must be made on a position-by-position basis. We have created “Interview Panel Guidelines” that are reviewed with the interview panel prior to interviews. It clarifies our expectations and includes a statement above the signature line stating that, “The Oregon Department of Education is an affirmative action equal opportunity employer and encourages qualified women, persons of color, persons with disabilities and any other classification protected under state or federal law to apply for this opening.”

The outreach efforts and opportunities described above benefit the agency’s recruitment efforts by providing valuable exposure and information about the agency and its mission to a diverse group of potential applicants.

In addition, each year ODE recruits people from all over Oregon to participate in the development of statewide assessment, serve on advisory boards, and provide input on proposed changes to education policy or programs. Community outreach and statewide participation in these activities provides opportunities for greater representation for diverse populations. For example, the Office of Learning’s Instruction, Standards, Assessment and Accountability unit conducts sensitivity panels composed of citizens from diverse groups to review test questions to make sure the questions do not disproportionately affect members of underrepresented groups

Deputy Superintendent Rob Saxton has set specific goals for ODE as part of a strategic plan to move the agency forward. One of those goals is to meaningfully engage parents, stakeholders, and the larger community to help make Oregon’s schools the best in the country. To accomplish this goal, ODE prioritizes building and maintaining partnerships with historically underserved communities, and providing clear and timely information to customers and stakeholders.

ODE staff members frequently attend trade-specific events in the course of their attendance at various local, state and federal education-related conferences and activities. Participation in these events serves as excellent outreach and recruiting opportunities.

Diversity Awareness Programs

A Diversity and Inclusion Steering committee has been established and meets monthly. This group is made up of current Department of Education staff who have been hand selected because of their unique experience within underrepresented groups and representation from all offices in the department. They assist the Department in attracting, recruiting and retaining people in underrepresented groups. The group also focuses on assisting people who need special accommodation, but are qualified or can become qualified to fill vacancies in our agency. The scope of the charter states, “...Creating an organizational culture that respects and values diversity and inclusion is a business imperative that is critical to the continued success of the Department of Education and the customers we serve.” (See Appendix A)

OREGON DEPARTMENT OF EDUCATION

ODE does not have any formally established employee resource groups (ERGs) or affinity groups at the current time. However, several informal groups have formed and we will be exploring transitioning them to more formally established groups.

Current diversity initiatives are designed to encourage multicultural and diversity awareness, acknowledgement, and inclusion. In support of this, ODE continues to review and update policies and procedures to enhance the diversity of the workforce and accommodate diverse needs, and study the work environment to determine what changes are needed to ensure a welcoming environment for current and future employees. We look for training opportunities to expose all employees to diverse cultures. Related efforts include examining recruitment trends from a diversity perspective in order to improve recruitment and retention of a diverse workforce.

ODE is a sponsoring agency for the September 2014 State Diversity Conference and will have approximately 80 staff members in attendance. We are also exploring the possibility of participating in the 21st Annual Northwest Public Employees Diversity Conference on October 14, 2014.

ODE is a sponsoring partner in the Oregon Leadership Network (OLN) at Education Northwest. OLN represents a partnership among state agencies, school districts, national affiliations, and nongovernmental organizations, and is the only statewide educational leadership network in the nation with equity at its core. The mission of the OLN is to expand and transform the knowledge, will, skill, and capacity of educational leadership to focus on issues of educational equity so each student achieves at the highest level.

The agency recognizes the importance of family and community involvement in children's success in school and learning. ODE encourages staff to participate in school and learning activities by providing flexibility in work schedules. Staff are allowed to develop telecommuting schedules with their managers, work flexible schedules, and participate in agency-wide training. The agency is committed to promoting and maintaining a work environment that is respectful, positive, productive, and free of discrimination or work place harassment.

The Office of Learning's Student Services unit devotes its time to ensuring students with disabilities are afforded every educational opportunity they are entitled to under state and federal law. The employees are individuals who have devoted their careers to this mission. This devotion permeates not only the Student Services unit, but the entire agency. Other employees in the agency serve on special interest groups or committees at a local, state, or national level.

Since we operate the School for the Deaf, we are particularly sensitive to employees with special needs. We make sure students and staff get all the learning opportunities possible. Numerous staff have learned basic signs to make communication easier.

While a formal succession plan has not been developed, the agency has a data base of statistics on staff training, education, and development. Our agency is bound by a Collective Bargaining Agreement and DAS policies which dictate the recruitment and hiring process. Data is being tracked and analyzed to assist with identifying staff who are ready now to assume key positions, those who will be ready in six months, and those who will be ready in twelve months. The data helps us identify staff with potential for advancement, and those who may be ready to advance now or in the future. It also enables the agency to ensure that opportunities for training and advancement are provided to all employees in an equitable manner. We have been able to work some employees out of their classification as promotional, development and learning opportunities, and we have allowed some employees to participate in job rotations in other agencies to develop their skills and knowledge base.

Some staff members have attended training on Peer Mentoring and ODE has promoted cross office collaboration and work. These types of actions allow employees to make known their desires for advancement and gain necessary skills to prepare them for upcoming opportunities.

Leadership Development/Training Program

ODE provided leadership development and training activities during the agency's monthly Directors meetings to agency managers and lead workers. These activities included, but were not limited to, information on how to develop position descriptions, how to evaluate employees, how to set goals, and effective performance management methods.

Leadership development and training opportunities will continue to be provided in the 2015-2017 biennium. We anticipate increasing participation with the availability of the Department of Administrative Services' new Management Development Series Foundational Training Program, which will provide skill building in various areas of management and leadership.

ODE has not tracked the EEO data of participants in leadership development and training activities, but will explore the possibility of doing so in the future.

During the previous two years, several employees have promoted or transferred from classified service to management service. These employees, and existing managers, will continue to benefit from ongoing efforts to provide development and training activities specific to leadership and managing people.

E. Update: Executive Order 08-18

Cultural Competency Assessment and Implementation Services

Consistent with the Governor's Executive Order 08-18 relating to affirmative action, which strongly encourages agencies to utilize cultural competency assessment and implementation services, ODE will continue to explore opportunities to access these services during the 2015-17 biennium for purposes of identifying training needs and options for agency managers and employees.

Actions taken during the 2013-2015 biennium include completion of the Coalition of Communities of Color organizational equity assessment by ODE's leadership team, completion of the Unity Works' diversity climate survey by all agency staff, and equity training at the agency's August 2014 all-staff meeting. The intention of these efforts is to help us establish an understanding of our policies, procedures, and staffs' values around equity, and continue to improve upon them in the future.

The Oregon Department of Education remains committed to the goals of enriching the diversity of the organization and increasing the level of cultural competency, both internally and throughout the statewide P-12 education enterprise. Further information is provided above in Section B (Training, Education and Development).

Historically ODE hired staff with the intention of increasing our cultural competency and did not see much improvement. Recently we started to see improvement after trying more innovative approaches such as the Diversity and Inclusion Steering Committee, direct appointments when appropriate to increase our representation in underrepresented groups, targeted recruitment, and more diverse interview panels.

Statewide Exit Interview Survey

The agency uses the exit interview survey developed and maintained by DAS. The agency regularly reviews the information from the surveys yearly to determine what changes are necessary to make the agency more welcoming for all employees. Additionally, we informally interview departing employees to get their views and comments on their tenure with the agency.

Performance Evaluations of All Management Personnel

ODE ensures Management Team members understand their work performance is evaluated based on affirmative action and diversity efforts in conjunction with other assigned responsibilities. Program activities, practices, and procedures to remove impediments to achieving a diverse workforce are periodically reviewed. It's our practice that managers regularly discuss ODE's affirmative action and reasonable accommodations policies with their staff, and provide and support opportunities for diversity training and education for their staff.

Serilda Summers-McGee, ODE's Diversity, Inclusion and Affirmative Action Representative, is in the Human Resources section of the Office of the Deputy Superintendent. Ms. Summers-McGee will regularly attend the Governor's DI/AA/EEO meetings to stay abreast of trends and gain knowledge of possible diversity opportunities. Our Diversity, Inclusion, and Affirmative Action Representative and ODE's Civil Rights specialist attend training provided by the US Equal Employment Opportunity Commission (EEOC).

F. Status of Contracts to Minority Businesses (ORS 659A.015)

ODE’s Procurement Services work unit produces quarterly reports in accordance with Executive Order No. 12-03 for the Director of Economic and Business Equity, who is also known as the Advocate for Minority, Women, and Emerging Small Business (MWESB). The reported information is available upon request from the Governor’s Office of Economic and Business Equity. From July 1, 2012 through June 30, 2014, ODE had 397 contracts in place. Of those 397 contracts, 16 were with MWESB certified firms. It is possible that many of the firms ODE contracts with could be certified through the MWESB application process if they chose to apply. ODE provides notice to certified firms for all competitive solicitations through the Oregon Procurement Information Network (ORPIN).

Contract Number	Contractor Name	Description	Begin Date	End Date	OMWESB Certified	Type of Certification
8664	Hernandez, Romel	Production Writer	4/22/2009	6/30/2013	Yes	Minority Owned
8983	Rock, Phyllis dba Rock Education	PA for Charter School Application Reviews	10/7/2010	6/30/2013	Yes	Woman Owned
8987	Dana L Brown Consulting	Facilitation* Nutrition Advisory Councils	10/14/2010	9/30/2012	Yes	Woman Owned
9249	Bellows, Scott - Dispute Solutions LLC	Special Education Mediation Services	8/16/2011	6/30/2015	Yes	Emerging Small Business
9293	Graham, Adrienne	PA / Charter School Application Reviewer	9/10/2011	6/30/2014	Yes	Woman Owned & Emerging Small Business
9308	Rock, Phyllis dba Rock Education	PA / Monitoring Titles I-A, I-D, II-A, VI-B & X	9/28/2011	6/30/2014	Yes	
9329	Rock, Phyllis dba Rock Education	PA / Monitoring Services Title IV Part B	10/17/2011	12/31/2013	Yes	Woman Owned
9331	Rock, Phyllis dba Rock Education	PA / Monitoring Services Charter Schools	10/18/2011	12/31/2013	Yes	Woman Owned
9433	R & R Tree Service	Tree Removal & Tree Limbing Services	7/10/2012	8/15/2012	Yes	Emerging Small Business
9676	Hernandez, Romel	Teacher Recognition Program Support	5/15/2013	12/31/2013	Yes	Minority Owned
9689	Hubbard & Associates	OSD Project Management	6/7/2013	12/31/2013	Yes	Woman Owned
9853	Persi, Crystal	Soecial Population Quality Improvement Coodinator	6/20/2012	6/30/2015	Yes	Woman Owned
9857	Healthy Business Systems and Associates	Support State Commission and lead partnerships	4/1/2010	9/30/2014	Yes	Emerging Small Business
9859	Healthy Business Systems and Associates	Consultant to advance ELC polices.	1/18/2012	6/30/2015	Yes	Emerging Small Business
9926	Rock, Phyllis dba Rock Education	PA / Charter School Application Reviewer	9/3/2013	6/30/2015	Yes	Woman Owned
10170	Hernandez, Romel	Teacher Recognition Program Support	6/2/2014	8/31/2014	Yes	Minority Owned

III. ROLES FOR IMPLEMENTATION OF AFFIRMATIVE ACTION PLAN

A. Responsibilities and Accountabilities

Administrator

The agency's Administrator is Deputy Superintendent of Public Instruction Rob Saxton who was appointed July 31, 2012. Deputy Superintendent Saxton has committed and directed the Department of Education to take the necessary affirmative action steps to increase equal employment and promotional opportunities toward establishing and maintaining a diverse workforce to carry out the goals of the Oregon Education Investment Board and the State Board of Education. Affirmative action statistics and trends specific to ODE are evaluated and analyzed quarterly, and form the basis of the Deputy Superintendent's direction to the agency. As the executive head of the agency, Deputy Superintendent Saxton is accountable to oversee the implementation of the plan.

As the agency Administrator, Deputy Superintendent Saxton's role is to:

- set the overall direction and goals of ODE's affirmative action efforts;
- promote a positive climate throughout the agency; and
- ensure ODE Management Team members understand their work performance is evaluated based on affirmative action and diversity efforts in conjunction with other assigned responsibilities.

Managers and Supervisors

The role of agency managers and supervisors is to:

- promote and foster a positive, non-discriminatory work environment;
- ensure subordinate managers and supervisors are familiar with ODE's Affirmative Action Plan and their role in supporting the plan;
- ensure subordinate managers and supervisors are evaluated on their effectiveness in implementing the Affirmative Action Plan;
- periodically review program activities, practices, and procedures to remove impediments to achieving a diverse workforce;
- regularly discuss ODE's affirmative action and reasonable accommodations policies with their staff;
- provide and support opportunities for diversity training and education for their staff; and
- be evaluated based on affirmative action and diversity efforts in conjunction with other assigned responsibilities through an annual performance evaluation.

In addition, all ODE managers and supervisors have been formally assigned responsibility for maintaining a respectful workplace that is free from discrimination and harassment, and in which diverse viewpoints and cultures are welcomed. To monitor the success of these efforts, managers and supervisors are evaluated annually in this area. Managers and supervisors are

encouraged to attend training as it becomes available to increase and enhance the successful implementation of the plan.

Deputy Superintendent Saxton has delegated responsibility to the ODE Diversity, Inclusion, and Affirmative Action Representative, Serilda Summers-McGee, who plays a vital role in developing, implementing, and maintaining the agency's Affirmative Action Plan, and provides input at upper-level management meetings on a regular basis. The Diversity, Inclusion, and Affirmative Action Representative ensures that issues such as affirmative action, diversity, and cultural competency are continuing topics of discussion and training at upper-level management meetings.

Affirmative Action Representative

The evaluation of the Diversity, Inclusion, and Affirmative Action Representative's job performance is based on successful performance of the assigned responsibilities, which are:

- coordinating the biennial development, maintenance, and updating of the agency's Affirmative Action Plan, including policy and content recommendations;
- successfully implementing and disseminating the agency's Affirmative Action Plan;
- continuously evaluating the agency's affirmative action and diversity efforts and recommending changes or refinements to the Affirmative Action Plan as necessary;
- developing and monitoring recruitment and retention procedures and practices for compliance with affirmative action policies including outreach, development of hiring criteria, and promotion;
- ensuring compliance with accessibility and accommodation requirements;
- training agency management and staff in the areas of affirmative action, diversity, and cultural competency;
- assisting in and ensuring the provision of accommodations such as alternate formats of documents for applicants, employees, and visitors;
- coordinating the investigation of internal and external discrimination complaints;
- responding to internal and external discrimination complaints and recommending appropriate action;
- keeping agency management informed of progress under the Affirmative Action Plan;
- regularly attending the Statewide DI/AA/EEO meetings facilitated by the Governor's Affirmative Action Office;
- meeting weekly with the agency Management Team;
- developing, coordinating, and participating in activities aimed at creating a welcoming environment for all employees including those from diverse backgrounds to enhance efforts to recruit and retain members of protected groups; and.
- Participating in or overseeing activities aimed at creating a welcoming environment for all workers of all backgrounds, including activities aimed at improving retention of members of the protected classes.

Consistent with Deputy Superintendent Saxton's commitment to affirmative action and diversity, the Diversity, Inclusion, and Affirmative Action Representative has the necessary

resources and support from upper management to ensure the successful and effective implementation of ODE's Affirmative Action Plan.

The agency's human resource analysts, and all agency directors, are responsible for providing equal opportunity for applicants and employees. ODE job announcements and employment ads initiated by ODE include an EEO/AA statement. The Oregon School for the Deaf actively recruits workers with disabilities, and gives preference to all applicants who are skilled in sign language. An effort is made to include diverse representation on employment interview panels. Agency human resource analysts work closely with ODE managers to ensure that decisions made regarding hiring, promotion, demotion, transfer, termination, layoff, training, compensation, benefits, and performance evaluations are arrived at in a non-discriminatory manner.

All contracts initiated by ODE include a "Standard Contract Provisions" statement requiring compliance with federal and state civil rights and rehabilitation statutes, rules, and regulations.

All employees are notified that the agency's affirmative action plan is permanently posted at each work site as well as on the agency internet and intranet sites, with additional copies available upon request. Alternative formats such as large print or audio tape are also made available upon request. The agency's affirmative action plan and policy is presented to the agency's management team on a biennial basis. The plan and policy is also an annual agenda item for the agency's Service Employees International Union Labor-Management Committee to solicit the union's cooperation and involvement in meeting the goals.

IV. JULY 1, 2012 to JUNE 30, 2014

A. Accomplishments

During the period from July 1, 2012 through June 30, 2014, ODE sustained representation above parity for women, and increased representation of people of color and people with disabilities. The agency will continue to focus on increasing the representation of people of color in all groups, especially in the teacher/educator category of the professionals job group, which consists of approximately half of our workforce and carries the greatest responsibility for direct services to students and other educators throughout Oregon. In addition, the agency will continue to work to increase the number of women in the computer analyst and trades/maintenance categories. The overall representation of people with disabilities in the agency is 9%, which is 3 percentage points over parity.

One recruitment factor the agency struggles with is the minimum qualifications for the professionals job group, particularly the teacher/educator category. These positions generally require a bachelor's degree and classroom experience at the lower ranges, and a master's degree or doctorate with additional classroom experience and two years of program coordination or leadership experience in the higher salary ranges. The agency's career ladder historically provided very little opportunity for internal promotion between administrative support and professional classifications, resulting in professional positions typically being filled through external recruitment. The strongest competitors for qualified external applicants were Oregon's public and private schools and education agencies, and the agency was finding it increasingly difficult to offer a compensation package that was competitive in the education job market.

During previous biennia, the agency worked with the Department of Administrative Services to establish more competitive salary packages and an improved career ladder within ODE to more successfully attract and retain employees in these underrepresented areas. These actions, and the incorporation of information and strategies from various sources, including the Statewide DI/AA/EEO workgroup, were contributing factors to enabling the agency to maintain progress from previous biennia. In addition, ODE's workforce is currently composed of members of four generations. This factor will increasingly play a key role in the recruitment and retention of employees in underrepresented areas as the Traditionalist and Baby Boomer generations leave the workforce.

The DI/AA/EEO workgroup has been attended by the Diversity, Inclusion, and Affirmative Action Representative and other human resources staff. It has helped our agency by an exchange of ideas and best practices.

In an effort to continue to capture accurate data, ODE's revised new employee orientation program incorporated an instrument to gather more comprehensive self-reported affirmative action data.

ODE reorganized in August 2013 and established the Equity Unit within the Office of Learning. The Equity Unit's work includes monitoring and addressing civil rights issues, efforts to close the achievement gap, and addressing the culturally related and academic needs of English Language Learners (ELLs), and students of color. The Equity Unit distributed strategic investment funding to school districts and other organizations in the form of grants to support collaborative efforts to design, implement, improve, and expand culturally responsive pedagogy and practices to increase student academic achievement, high school completion and successful engagement in post-secondary educational opportunities. In addition, grants were made to improve and expand dual language programs, and support for African American students.

The State Advisory Council for Special Education (SACSE) is a continuing advisory group for ODE and represents a diverse group. This group reviews aspects of statewide programs in special education, advises the Deputy Superintendent and the State Board of Education on unmet needs in the area of special education, and assists the State in developing and reporting data and evaluation concerning special education. Members of this group include individuals with disabilities, parents or guardians of children or youth with disabilities, educators of children and youth with disabilities, state and local education officials, administrators of programs for children and youth with disabilities, and other persons associated with or interested in special education.

Under Goal 4 of the ODE Strategic Plan, we strive to meaningfully engage parents, stakeholders, and the larger community to help make Oregon's schools the best in the country. The Community Advisory Group was established to advise, connect, support, impact, and provide consistency and recommendations to the ODE Strategic Plan as it pertains to equity for every study. Members of this group include a diverse group of parents, college students, community-based organization representatives, and state and local education officials. The group's objectives are:

1. Nurture a common understanding of equity and connect/align the work of ODE, OEIB, the School Districts, and other agencies.
2. Create the impact needed for the sustainability of our new system of education.
3. Identify best practice in our education system for consistency and access.
4. Support the creation of a State of Oregon Equity Policy.
5. Support initiatives in the legislature.

The Oregon Department of Education has convened the interagency Oregon School Discipline Advisory Committee (OSDAC) to promote inclusive, culturally responsive school discipline approaches that foster successful outcomes for each and every student. OSDAC consists of researchers, practitioners, and advocates from a variety of government and nonprofit agencies, and is particularly focused on reducing the disproportionate suspension, expulsion, and exclusion of youth who have been historically disenfranchised or underserved in our educational system. OSDAC's activities are aligned with the OEIB Equity Lens framework, the ODE strategic plan, and the objectives of the Governor's Summit on Disproportionate Minority Contact (DMC).

B. Progress Made or Lost Since Previous Biennium

The affirmative action goals for the Oregon Department of Education are based on an analysis of employment patterns and practices, with particular attention given to the representation/under-representation of women, people of color, and people with disabilities as it relates to parity. Parity is a condition that is achieved in an organization when the protected class composition of its workforce is equal to that in the relevant available work force. The parity figures used in this analysis were established by the Governor's Affirmative Action Office by EEO-4 job categories. An analysis of summary data provided by the Department of Administrative Services for the period July 1, 2012, through June 30, 2014, which weights the job group parity percentages based on the number of employees within each job group, reveals the following:

- The agency's *gender representation* consists of 66.9% women and 33.1% men, which is unchanged from the July 1, 2012, baseline. The agency continues to exceed parity in its gender representation of women in upper management salary ranges 31 and above, and also meets or exceeds parity in the gender representation of women in most middle and lower salary ranges. A possible area of opportunity to increase gender representation for women may be in the skilled craft workers job group, which does not have any female incumbents. Positions in the skilled craft workers job group within ODE include Facility Operations Specialists, Facility Energy Technicians, and Electricians.
- The agency's representation of *people of color* is 15.5%, an increase of 7.5 percentage points from the July 1, 2012, baseline of 8.0%. With this increase in representation of people of color, ODE now exceeds parity in many key job groups, such as middle management, teacher/education, inspector/compliance/investigation, and program coordinator/analyst. However, increased representation in the professionals job group continues to be an area where improvement would be beneficial to achieving the agency's mission and goals. The agency would also benefit from a continued focus on recruitment efforts within underrepresented groups in the paraprofessional and technical job groups.
- Representation of *people with disabilities* is 9.0%, an increase of 2.9 percentage points from the July 1, 2012, baseline of 6.1%. ODE continues to exceed parity and increase representation of people with disabilities. However, representation in the professionals job group, specifically in the program coordination, compliance, and computer analyst categories, is an area where improvement may be possible.

Of the 14 employees promoted during the period of July 1, 2012 through June 30, 2013, 7.1% were people with disabilities and 71.4% were women. Of the 25 employees promoted during the period of July 1, 2013 through June 30, 2014, 12% were people of color, 12 % were people with disabilities, and 56% were women. Although people of color, people with disabilities and women were promoted within the agency during the period of July 2012 through June 2014, the agency will continue to monitor recruitment statistics to seek ways to increase the promotion rate of people in underrepresented groups.

OREGON DEPARTMENT OF EDUCATION

The charts below summarize a comparison of the makeup of the ODE workforce from June 30, 2012 to June 30, 2014.

Workforce Representation Report Oregon Department of Education Affirmative Action Analysis as of June 30, 2012										Protected Class Hires (Last Three Months)			
EEO Categories	Total Emp	WOMEN (W)			PEOPLE OF COLOR (P)			Total	W	P	D		
		Actual Count*	Parity	Goal	Actual Count*	Parity	Goal						
A01) Middle Management	0	0	0.00%	43.00%	0.0	0	0.00%	13.60%	0.0	0			
A02) Upper Management	38	22	57.89%	36.60%	13.9	2	5.26%	12.20%	4.6	0			
B02) Communication/Editor	0	0	0.00%	41.70%	0.0	0	0.00%	9.00%	0.0	0			
B03) Teacher/Education	95	60	63.16%	59.40%	56.4	8	8.42%	9.60%	9.1	1	100%		
B04) Nurse/Health	1	1	100.00%	70.40%	0.7	0	0.00%	11.30%	0.1	0			
B06) Food Service Manager	15	12	80.00%	52.90%	7.9	0	0.00%	6.10%	0.9	3	66%		
B07) Purchasing Agent/Analyst	5	5	100.00%	43.20%	2.2	0	0.00%	5.30%	0.3	0			
B09) Social Science/Planner/Resrch	13	10	76.92%	43.70%	5.7	1	7.69%	10.00%	1.3	3	33%		
B10) Personnel/Employment	4	4	100.00%	57.60%	2.3	0	0.00%	11.60%	0.5	0			
B11) Inspector/Compliance/Investgr	1	0	0.00%	48.10%	0.5	0	0.00%	10.70%	0.1	0			
B12) Computer Analyst	35	10	28.57%	32.40%	11.3	5	14.29%	13.00%	4.6	2	50%		
B15) Accounting/Finance/Revenue	14	12	85.71%	53.00%	7.4	2	14.29%	13.00%	1.9	2	0%		
B16) Program Coordinator/Analyst	19	15	78.95%	41.10%	7.8	0	0.00%	9.50%	1.8	0			
C01) Health	2	1	50.00%	75.50%	1.5	0	0.00%	13.80%	0.3	0			
C04) Computer	0	0	0.00%	36.00%	0.0	0	0.00%	12.70%	0.0	0			
C05) Audio-visual	1	1	100.00%	40.60%	0.4	0	0.00%	9.20%	0.1	0			
E01) Non-Supervisory	38	26	68.42%	58.10%	22.1	5	13.16%	9.80%	3.7	2	50%		
E02) Supervisory/Coordinator	0	0	0.00%	58.00%	0.0	0	0.00%	7.50%	0.0	0			
F00) Administrative Support	62	57	91.94%	70.30%	43.6	5	8.06%	9.70%	6.0	2	100%		
G03) Trades/Maintenance Repair	1	0	0.00%	13.40%	0.1	0	0.00%	9.10%	0.1	0			
G05) Mechanic/Boiler Operator	4	0	0.00%	12.50%	0.5	0	0.00%	7.50%	0.3	0			
G06) Trades	1	0	0.00%	11.50%	0.1	0	0.00%	7.10%	0.1	0			
H00) Service Maintenance Worker	13	6	46.15%	37.80%	4.9	1	7.69%	11.60%	1.5	2	50%		
TOTALS	362	242	66.9%			29	8.0%			17	52.9%	11.8%	5.9%

Affirmative Action Statistics are voluntary and may not accurately reflect the actual diversity of the agency.
* May be duplication in counts of individuals within the W, P and D categories

People with Disabilities			
Total Agency	Parity	Total Group	Group %
362	6%	22	6.1%

Updated 7/12/2012

Workforce Representation Report Oregon Department of Education Affirmative Action Analysis as of June 30, 2014										Protected Class Hires (Last Three Months)			
EEO Categories	Total Emp	WOMEN (W)			PEOPLE OF COLOR (P)			Total	W	P	D		
		Actual Count*	Parity	Goal	Actual Count*	Parity	Goal						
A01) Middle Management	5	3	60.00%	43.00%	2.2	1	20.00%	13.60%	0.7				
A02) Upper Management	46	28	60.87%	36.60%	16.8	4	8.70%	12.20%	5.6	2	50.0%		
B02) Communication/Editor	1	1	100.00%	41.70%	0.4	0	0.00%	9.00%	0.1				
B03) Teacher/Education	100	60	60.00%	59.40%	59.4	12	12.00%	9.60%	9.6				
B04) Nurse/Health	1	1	100.00%	70.40%	0.7	0	0.00%	11.30%	0.1				
B06) Food Service Manager	18	13	72.22%	52.90%	9.5	1	5.56%	6.10%	1.1	2	50%		
B07) Purchasing Agent/Analyst	7	7	100.00%	43.20%	3.0	0	0.00%	5.30%	0.4				
B09) Social Science/Planner/Resrch	17	9	52.94%	43.70%	7.4	1	5.88%	10.00%	1.7	3	66.6%		
B10) Personnel/Employment	6	5	83.33%	57.60%	3.5	1	16.67%	11.60%	0.7				
B11) Inspector/Compliance/Investgr	47	38	80.85%	48.10%	22.6	15	31.91%	10.70%	5.0	1	100%		
B12) Computer Analyst	49	16	32.65%	32.40%	15.9	5	10.20%	13.00%	6.4	8	50%		
B15) Accounting/Finance/Revenue	16	14	87.50%	53.00%	8.5	3	18.75%	13.00%	2.1				
B16) Program Coordinator/Analyst	36	26	72.22%	41.10%	14.8	8	22.22%	9.50%	3.4	5	100%		
C01) Health	3	2	66.67%	75.50%	2.3	0	0.00%	13.80%	0.4				
C04) Computer	0	0	0.00%	36.00%	0.0	0	0.00%	12.70%	0.0				
C05) Audio-visual	1	1	100.00%	40.60%	0.4	0	0.00%	9.20%	0.1				
E01) Non-Supervisory	33	23	69.70%	58.10%	19.2	7	21.21%	9.80%	3.2	1	100%		
E02) Supervisory/Coordinator	2	1	50.00%	58.00%	1.2	0	0.00%	7.50%	0.2				
F00) Administrative Support	84	77	91.67%	70.30%	59.1	13	15.48%	9.70%	8.1	4	100%		
G03) Trades/Maintenance Repair	1	0	0.00%	13.40%	0.1	0	0.00%	9.10%	0.1				
G05) Mechanic/Boiler Operator	4	0	0.00%	12.50%	0.5	2	50.00%	7.50%	0.3				
G06) Trades	1	0	0.00%	11.50%	0.1	0	0.00%	7.10%	0.1				
H00) Service Maintenance Worker	20	8	40.00%	37.80%	7.6	4	20.00%	11.60%	2.3	1	100%		
TOTALS	498	333	66.87%			77	15.46%			27	70.37%	18.52%	7.4%

Affirmative Action Statistics are voluntary and may not accurately reflect the actual diversity of the agency.
* May be duplication in counts of individuals within the W, P and D categories

People with Disabilities (D)			
Total Agency	Parity	Total Group	Group %
498	6%	45	9.0%

Updated 7/2/2014

V. JULY 1, 2014 – JUNE 30, 2017

A. Affirmative Action Plan Goals

At the Oregon Department of Education, we are guided by the following mission and values:

Mission

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

Values

- Equity for Every Student
- High Quality Education
- Results Focused
- Service
- Leadership
- Teamwork
- People Are Our Greatest Asset

The goals and objectives which will help us achieve our mission were developed through an equity lens and encompass not only our agency values, but our commitment to achieving a diverse and inclusive environment throughout Oregon's education enterprise so that every student reaches their full potential.

This commitment is evidenced by the following goals:

Goal 1 – Learners

Every student graduates from high school and is ready for college, career, and civic life.

Goal 2 – Educators

Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.

Goal 3 – Schools & Districts

Increase performance for all schools and districts in order to create systems of excellence across the state.

Goal 4 – Communities

ODE meaningfully engages parents, stakeholders, and the larger community to help make Oregon's schools the best in the country.

Goal 5 – ODE

Make ODE the best place to work.

B. Strategies and Timelines for Achieving Goals

To successfully achieve ODE's goals, we will continue to work toward achieving the following objectives during the 2015-2017 biennium:

Goal 1 Objectives

1. Integrate early learning programs across the relevant state agencies so **every student enters kindergarten ready to learn.**
2. Implement statewide literacy programs so **all students read by third grade.**
3. Design and implement an integrated and comprehensive system to ensure **every student graduates ready for college, career, and civic life.**
4. Help districts implement effective practices in order to **close achievement gaps.**
5. Improve quality of special education services to **close achievement gaps.**

Goal 2 Objectives

1. Help districts implement the new **educator evaluation system**, and start to connect evaluation results to meaningful professional development.
2. Launch Quality Teaching and Learning Network focused on **developing exceptional educators** and implementing effective practices.
3. **Close the educator equity gap** to ensure equitable distribution of the most effective educators and have educator diversity reflect the student population.
4. Work with the Oregon Education Investment Board (OEIB) and the Teacher Standards and Practices Commission (TSPC) to **improve the preparation, licensure, retention, and effectiveness** of new educators.

Goal 3 Objectives

1. Systematically help districts **implement Common Core**, Next Generation Standards, and **new statewide assessments.**
2. **Identify and improve** Oregon's chronically underperforming schools.
3. Measure, analyze, and report out Oregon's **progress to 40/40/20.**
4. Ensure districts provide **healthy and safe** learning environments for students.
5. Conduct all federal compliance and on-site monitoring visits in a **positive and respectful** way that leads to **improved outcomes** for students.

Goal 4 Objectives

1. Prioritize building and maintaining **partnerships** with historically underserved communities.
2. Provide **clear and timely** information to customers and stakeholders.
3. Proactively **inform and engage** the legislature and implement 2013 and 2014 legislation.
4. Proactively and **strategically work with relevant state agencies** to deliver services to students' and families' overall well-being, so schools can attend to students' educational needs.

Goal 5 Objectives

1. Attract, retain, and develop **top talent** to ODE.
2. Increase **diversity** of ODE's workforce.
3. Reorganize ODE to ensure **integration and collaboration** across all offices.
4. Deliver **excellent internal customer service** and improve communication and efficiency within ODE.

VI. APPENDIX A

A. Agency’s Policy Documentation

**Oregon Department of Education
Cultural Diversity Steering Committee Charter**

Connecting Different Minds in Different Ways to Achieve Common Goals

Project Name	Diversity and Inclusion Steering Committee
Sponsor	Serilda Summers-McGee, Director of Human Resources
Team Members	Martha Buenrostro, Victor Cato, Marilyn Freeman, Bill Hansell, Sam Ko, Mike Mendez, Lorene Nakamura, Claudette Rushing, Sharla Jones Efforts were made to identify individuals from each office of the Department of Education. All members contribute equally and do not have rank over other team members. Members were selected because they have special interests in underrepresented populations.
Scope	Employee satisfaction and commitment are two necessary ingredients in developing high-performing organizations and attracting and retaining top talent. Creating an organizational culture that respects and values diversity and inclusion is a business imperative that is critical to the continued success of the Department of Education and the customers we serve.
Project Goal	Advise and guide the agency’s Diversity & Inclusion Representative. <ol style="list-style-type: none"> 1. The Steering Committee will help the agency meet its goals in providing a workplace environment that is polite, courteous and respectful. Help increase employee satisfaction and commitment. 2. Committee members will inform the agency on how to recruit and retain a diverse population. 3. Committee members will help empower other employees who are from underrepresented groups that are in need of assistance. 4. Committee members will help identify and locate training needs for department staff, to increase awareness around diversity and inclusion, cross-cultural and cross-generational issues.

	<p>5. Help the Diversity and Inclusion Representative complete the Affirmative Action Plan.</p> <p>Members will do this by:</p> <ul style="list-style-type: none"> ❖ proactively discussing ideas generated within each office ❖ discussion with community members ❖ bringing new innovative ideas to the committee's attention ❖ making recommendation to the Diversity and Inclusion Representative, management and human resources
<p>Project Success Metrics</p>	<ul style="list-style-type: none"> ❖ Agency staff will reflect the faces of Oregon ❖ Agency staff will reflect the faces of customers in Oregon ❖ Each recruitment includes a diverse, geographic region, academic sources and professional discipline outreach ❖ A list serve of underrepresented groups for recruitment purpose will be used for all recruitments ❖ Reduction in employee complaints and grievances ❖ 100 % of management position descriptions includes a diversity and inclusion duty ❖ Measure percentage of workforce (counting management separately) completing diversity and inclusion related training (both mandatory and elective)
<p>Risks/Strategies</p>	<p>Risk:</p> <ul style="list-style-type: none"> ❖ Recommendations may not be accepted nor implemented by management or current staff ❖ Necessary resources may not be allocated for the implementation of recommendations made by this Steering Committee ❖ Training may not be readily available ❖ Union contract may not agree with recommendations proposed <p>Risk-Reduction Strategies:</p> <ul style="list-style-type: none"> ❖ Identify practical and reasonable implementation strategies that consider limited resources ❖ Encourage Steering committee members to personally communicate to Department staff about the Steering Committee goals and activities to develop awareness and support

OREGON DEPARTMENT OF EDUCATION



Statewide Policy

SUBJECT: ADA and Reasonable Accommodation in Employment	NUMBER: 50.020.10
DIVISION: Human Resource Services Division	EFFECTIVE DATE: 6/7/10
APPROVED: Signature on file with Human Resource Services Division	

POLICY STATEMENT:

Oregon state government follows the clear mandate in state law and the Americans with Disabilities Act (ADA) of 1990, as amended by the ADA Amendments Act of 2008; to remove barriers that prevent qualified people with disabilities from enjoying the same employment opportunities that are available to people without disabilities.

Oregon state government provides equal access and equal opportunity in employment. Its agencies do not discriminate based on disability. Oregon state government uses only job-related standards, criteria, and methods of administration that are consistent with business necessity. These standards, criteria and methods do not discriminate or perpetuate discrimination based on disability.

According to OAR 105-040-0001 Equal Employment Opportunity and Affirmative Action, Oregon state government takes positive steps to recruit, hire, train, and provide reasonable accommodation to applicants and employees with disabilities.

AUTHORITY:

ORS 240.145; 240.240; 240.250; ORS 659A.103 -145; 243.305; 243.315; The Americans with Disabilities Act (ADA) of 1990 as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008; Civil Rights Act of 1991; and 42 U.S.C. §12101 *et seq.*

APPLICABILITY:

This policy applies to all state employees, including state temporary employees, according to provisions of federal and state law.

ATTACHMENTS:

ADA Accommodation Tool Kit

DEFINITIONS:

See State HR Policy 10.000.01 Definitions and OAR 105-010-0000

The following definitions apply to terms referenced in this policy and its attachments:

Americans with Disabilities Act (ADA) –The ADA is a federal civil rights statute that removes barriers that prevent qualified people with disabilities from enjoying the same employment opportunities available to people without disabilities. References to ADA also refer to amendments to that Act.

Essential Functions – These include, but are not limited to, duties that are necessary because:

- The primary reason the position exists is to perform these duties.
- A limited number of employees are available who can perform these duties.
- The incumbent is hired or retained to perform highly specialized duties.

Statewide Policy	50.020.10
ADA and Reasonable Accommodation in Employment	

Individual with a Disability – This term means a person to whom one or more of the following apply:

- A person with a physical or mental impairment that substantially limits one or more of the major life activities of such a person without regard to medications or other assistive measures a person might use to eliminate or reduce the effect of impairment.
- A person with a record of such an impairment
- A person regarded as having such impairment.

Major Life Activities – This term means the basic activities the average person in the general population can perform with little or no difficulty. These including breathing; walking; hearing; thinking; concentrating; seeing; communicating; speaking; reading; learning; eating; self-care; performing manual tasks such as reaching, bending, standing and lifting; sleeping; or working (working in general, not the ability to perform a specific job). The term also includes but not limited to “major bodily functions,” such as functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Physical or Mental Impairment – This term refers to any of the following:

- Physiological disorder, condition, cosmetic disfigurement, or anatomical loss that affects one or more bodily systems, including neurological, musculoskeletal, special sense organs, respiratory, cardiovascular or reproductive
- Mental or psychological disorder including but not limited to mental retardation, organic brain syndrome, emotional or mental illness or specific learning disability
- Disease or condition including orthopedic, visual, speech and hearing impairment, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV disease or alcoholism
- Any other physical or mental impairment listed under the ADA.

Qualified Person – This term means a person who has the personal and professional attributes, including skill, experience, education, physical and mental ability, medical, safety and other requirements to hold the position.

“Qualified person” does not include people who currently engage in illegal use of drugs. A person may qualify, however, if he or she is currently enrolled in or has completed a rehabilitation program, and continues to abstain from illegal use of drugs.

Reasonable Accommodation – This term means change or adjustment to a job or work environment that enables a qualified employee with a disability to perform the essential functions of a job, or enjoy the benefits and privileges of employment equal to those enjoyed by employees who have no disabilities. “Reasonable accommodation” does not include modifications or adjustments that cause an undue hardship to the agency.

“Reasonable accommodation” does not mean providing personal auxiliary aids or services, such as service dogs or hearing aids that person uses both on and off the job.

A reasonable accommodation does not include lowering production standards, promoting or assigning an employee to a higher-paying job, creating a position or reassigning essential functions to another worker.

<p><u>Statewide Policy</u> ADA and Reasonable Accommodation in Employment</p>	<p>50.020.10</p>
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Undue Hardship – This term means significant difficulty or expense. Whether a particular accommodation imposes undue hardship is determined on a case-by-case basis, with consideration of such factors as the following:

- The nature and cost of the accommodation needed
- The agency’s size, employee’s official worksite, and financial resources
- The agency’s operation, structure, functions, and geographic separateness
- The agency’s administrative or fiscal relationship to its facility responding to the accommodation request and to the other state agencies
- The impact of the accommodation on the operation of the agency or its facility.

POLICY

- (1) Each state agency director or authorized designee (agency) administers State HR Policy 50.020.10 as the agency’s policy. Compliance with the ADA is mandatory.
 - (a) Each agency identifies an ADA Coordinator for the agency to coordinate ADA accommodation requests and function as an agency resource on ADA matters.
 - (b) Each agency develops and follows its own procedures for receiving, processing and documenting accommodation requests under this policy. The attached tool kit will assist in this process.
- (2) An employee may request an accommodation under this policy by following agency procedures.
- (3) The agency must review and respond in a timely manner to each request for accommodation. The agency must engage in an interactive dialogue with the employee to determine whether the accommodation is necessary and will be effective.
- (4) Each accommodation is unique to the person, the disability and the nature of the job. No specific form of accommodation can guarantee success for all people in any particular job. The agency must give primary consideration to the specific accommodation requested by the employee. Through the interactive process the agency may identify and provide an alternative accommodation.
- (5) The duty to provide reasonable accommodation is ongoing. The agency and the employee must engage in the interactive process again if an accommodation proves ineffective.
- (6) The agency may deny an accommodation if it is not effective, if it will cause undue hardship to the agency, or if the agency identifies imminent physical harm or risk. The undue hardship exception is available only after careful consideration. The agency must consider alternative accommodations, should a requested accommodation pose undue hardship.
- (7) Federal and state law prohibit retaliation against an employee with respect to hiring or any other term or condition of employment because the employee asked about, requested, or was previously accommodated under the ADA.

OREGON DEPARTMENT OF EDUCATION



SUBJECT: Discrimination and Harassment Free Workplace	NUMBER: 50.010.01
DIVISION: Human Resource Services Division	EFFECTIVE DATE: 01/25/08
APPROVED: Signature on file with Human Resource Services Division	

POLICY STATEMENT: The State of Oregon is committed to a discrimination and harassment free work environment. This policy outlines types of prohibited conduct and procedures for reporting and investigating prohibited conduct.

AUTHORITY: ORS 174.100, 240.086(1); 240.145(3); 240.250; 240.316(4); 240.321; 240.555; 240.560; 659A.029; 659A.030; Title VII; Civil Rights Act of 1964; Executive Order EO-93-05; Rehabilitation Act of 1973; Employment Act of 1967; Americans with Disabilities Act of 1990; and 29 CFR §37.

APPLICABILITY: All employees, state temporary employees and volunteers.

ATTACHMENTS: None

DEFINITIONS: See also HRSD State Policy 10.000.01, Definitions; and OAR 105-010-0000

Collective Bargaining Agreement (CBA): A written agreement between the State of Oregon, (Department of Administrative Services) and a labor union. References to CBAs contained in this policy are applicable only to employees covered by a CBA.

Complainant: A person or persons allegedly subjected to discrimination, workplace harassment or sexual harassment.

Contractor: For the purpose of this policy, a contractor is an individual or business with whom the State of Oregon has entered into an agreement or contract to provide goods or services. Qualified rehabilitation facilities who by contract provide temporary workers to state agencies are considered contractors. Contractors are not subject to ORS 240 but must comply with all federal and state laws.

Discrimination: Making employment decisions related to hiring, firing, transferring, promoting, demoting, benefits, compensation, and other terms and conditions of employment, based on or because of an employee's protected class status.

Employee: Any person employed by the state in one of the following capacities: management service, unclassified executive service, unclassified or classified unrepresented service, unclassified or classified represented service, or represented or unrepresented temporary service. For the purpose of this policy, this definition includes board and commission members, and individuals who volunteer their services on behalf of state government.

Higher Standard: Applies to managers and supervisors. Proactively taking an affirmative

<u>DAS Statewide Policy</u>	
Policy title: Discrimination and Harassment Free Workplace	50.010.01

posture to create and maintain a discrimination and harassment free workplace.

Manager/Supervisor: Those who supervise or have authority or influence to effect employment decisions.

Protected Class Under Federal Law: Race; color; national origin; sex (includes pregnancy-related conditions); religion; age (40 and older); disability; a person who uses leave covered by the Federal Family and Medical Leave Act; a person who uses Military Leave; a person who associates with a protected class; a person who opposes unlawful employment practices, files a complaint or testifies about violations or possible violations; and any other protected class as defined by federal law.

Protected Class Under Oregon State Law: All Federally protected classes, plus: age (18 and older); physical or mental disability; injured worker; a person who uses leave covered by the Oregon Family Leave Act; marital status; family relationship; sexual orientation; whistleblower; expunged juvenile record; and any other protected class as defined by state law.

Sexual Harassment: Sexual harassment is unwelcome, unwanted, or offensive sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- 1) Submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment, or is used as a basis for any employment decision (granting leave requests, promotion, favorable performance appraisal, etc.); or
- 2) Such conduct is unwelcome, unwanted or offensive and has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Examples of sexual harassment include but are not limited to: unwelcome, unwanted, or offensive touching or physical contact of a sexual nature, such as, closeness, impeding or blocking movement, assaulting or pinching; gestures; innuendoes; teasing, jokes, and other sexual talk; intimate inquiries; persistent unwanted courting; sexist put-downs or insults; epithets; slurs; or derogatory comments.

Sexual Orientation under Oregon State Law: An individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.

Workplace Harassment: Unwelcome, unwanted or offensive conduct based on or because of an employee's protected class status.

Harassment may occur between a manager/supervisor and a subordinate, between employees, and among non-employees who have business contact with employees. A complainant does not have to be the person harassed, but could be a person affected by the offensive conduct.

Examples of harassing behavior include, but are not limited to, derogatory remarks, slurs and jokes about a person's protected class status.

<u>DAS Statewide Policy</u>	50.010.01
Policy title: Discrimination and Harassment Free Workplace	

POLICY

(1) The State of Oregon is committed to a discrimination and harassment free work environment. This policy outlines types of prohibited conduct and procedures for reporting and investigating prohibited conduct.

(a) **Discrimination, Workplace Harassment and Sexual Harassment.** The State of Oregon provides a work environment free from unlawful discrimination or workplace harassment based on or because of an employee's protected class status. Additionally, the state of Oregon provides a work environment free from sexual harassment. Employees at every level of the organization, including state temporary employees and volunteers, must conduct themselves in a business-like and professional manner at all times and not engage in any form of discrimination, workplace harassment or sexual harassment.

(b) **Higher Standard.** Managers/supervisors are held to a higher standard and are expected to take a proactive stance to ensure the integrity of the work environment. Managers/supervisors must exercise reasonable care to prevent and promptly correct any discrimination, workplace harassment or sexual harassment they know about or should know about.

(c) **Reporting.** Anyone who is subject to or aware of what he or she believes to be discrimination, workplace harassment, or sexual harassment should report that behavior to the employee's immediate supervisor, another manager, or the agency, board, or commission Human Resource section, Executive Director, or chair, as applicable. A report of discrimination, workplace harassment or sexual harassment is considered a complaint. A supervisor or manager receiving a complaint should promptly notify the Human Resource section, Executive Director, or chair, as applicable.

(A) A complaint may be made orally or in writing.

(B) A complaint must be filed within one year of the occurrence.

(C) An oral or written complaint should contain the following:

(i) the name of the person filing the report;

(ii) the name of the complainant;

(iii) the names of all parties involved, including witnesses;

(iv) a specific and detailed description of the conduct or action that the employee believes is discriminatory or harassing;

(v) the date or time period in which the alleged conduct occurred; and

(vi) a description of the remedy the employee desires.

(d) **Other Reporting Options.** Nothing in this policy prevents any person from filing a formal grievance in accordance with a CBA, or a formal complaint with the Bureau of Labor and Industries (BOLI) or the Equal Employment Opportunity Commission (EEOC) or if applicable, the United States Department of Labor (USDOL) Civil Rights Center. However, some CBAs require an employee to choose between the complaint procedure outlined in the CBA and filing a BOLI or EEOC complaint.

(e) **Filing a Report with the USDOL Civil Rights Center.** An employee whose position is funded by the Oregon Workforce Investment Act (WIA), such as employees of the Oregon Workforce One-stop System, may file a complaint under the WIA, Methods of Administration (MOA) with the State of Oregon WIA, MOA Equal Opportunity Officer or directly through the USDOL, Civil Rights Center. The

<u>DAS Statewide Policy</u>	50.010.01
Policy title: Discrimination and Harassment Free Workplace	

complaint must be written, signed and filed within 180 days of when the alleged discrimination or harassment occurred.

- (f) **Investigation.** The agency, board, or commission Human Resource section, Executive Director, or chair, as applicable, will coordinate and conduct or delegate responsibility for coordinating and conducting an investigation.
 - (A) All complaints will be taken seriously and an investigation will be initiated as quickly as possible.
 - (B) The agency, board or commission may need to take steps to ensure employees are protected from further potential discrimination or harassment.
 - (C) Complaints will be dealt with in a discreet and confidential manner, to the extent possible.
 - (D) All parties are expected to cooperate with the investigation and keep information regarding the investigation confidential.
 - (E) The agency, board or commission will notify the accused and all witnesses that retaliating against a person for making a report of discrimination, workplace harassment or sexual harassment will not be tolerated.
 - (F) The agency, board or commission will notify the complainant and the accused when the investigation is concluded.
 - (G) Immediate and appropriate action will be taken if a complaint is substantiated.
 - (H) The agency, board or commission will inform the complainant if any part of a complaint is substantiated and that action has been taken. The complainant will not be given the specifics of the action.
 - (I) The complainant and the accused will be notified by the agency, board or commission if a complaint is not substantiated.
- (g) **Penalties.** Conduct in violation of this policy will not be tolerated.
 - (A) Employees engaging in conduct in violation of this policy may be subject to disciplinary action up to and including dismissal.
 - (B) State temporary employees and volunteers who engage in conduct in violation of this policy may be subject to termination of their working or volunteer relationship with the agency, board or commission.
 - (C) An agency, board or commission may be liable for discrimination, workplace harassment or sexual harassment if it knows of or should know of conduct in violation of this policy and fails to take prompt, appropriate action.
 - (D) Managers and supervisors who know or should know of conduct in violation of this policy and who fail to report such behavior or fail to take prompt, appropriate action may be subject to disciplinary action up to and including dismissal.
 - (E) An employee who engages in harassment of other employees while away from the workplace and outside of working hours may be subject to the provisions of this policy if that conduct has a negative impact on the work environment and/or working relationships.
 - (F) If a complaint involves the conduct of a contracted employee or a contractor, the agency, board, or commission Human Resource section, Executive Director, chair, or designee must inform the contractor

<u>DAS Statewide Policy</u>	50.010.01
Policy title: Discrimination and Harassment Free Workplace	

of the problem behavior and require prompt, appropriate action.

- (G) If a complaint involves the conduct of a client, customer, or visitor, the agency, board or commission should follow its own internal procedures and take prompt, appropriate action.
- (h) **Retaliation.** This policy prohibits retaliation against employees who file a complaint, participate in an investigation, or report observing discrimination, workplace harassment or sexual harassment.
 - (A) Employees who believe they have been retaliated against because they filed a complaint, participated in an investigation, or reported observing discrimination, workplace harassment or sexual harassment, should report this behavior to the employee's supervisor, another manager, the Human Resource section, the Executive Director, or the chair, as applicable. Complaints of retaliation will be investigated promptly.
 - (B) Employees who violate this policy by retaliating against others may be subject to disciplinary action, up to and including dismissal.
 - (C) State temporary employees and volunteers who retaliate against others may be subject to termination of their working or volunteer relationship with the agency, board or commission.
- (i) **Policy Notification.** All employees including state temporary employees and volunteers shall:
 - (A) be given a copy or the location of Statewide Policy 50.010.01, Discrimination and Harassment Free Workplace;
 - (B) be given directions to read the policy;
 - (C) be provided an opportunity to ask questions and have their questions answered; and
 - (D) sign an acknowledgement indicating the employee read the policy and had the opportunity to ask questions.
 - (i) Signed acknowledgements are kept on file at the agency, board or commission.

(1) Performance Measure:	Percent of employees informed of Policy 50.010.01, prohibited behavior and reporting procedures.
Performance Standard:	100%
(2) Performance Measure:	Percent of complaints where prompt, appropriate action is taken following investigation of a substantiated complaint.
Performance Standard:	100%

State of Oregon
OREGON DEPARTMENT OF EDUCATION
POLICY MANUAL



AGENCY POLICY 581-210

Effective Date: 07-25-2006

APPROVED: Signature on File at ODE

RE: Promotion and Maintenance of a Respectful Workplace

PURPOSE: The Department is committed to promoting and maintaining a work environment that is respectful of all persons, which is a work site that is (1) positive, respectful, productive and (2) is free of discrimination or workplace harassment – behavior, action, or language that creates a hostile, intimidating, offensive, or abusive environment.

POLICY:

BASIS OF COMPLAINTS

Discrimination: It is the policy of the Department to provide a work environment free from unlawful discrimination on the basis of race, color, religion, sex, marital status, national origin, mental or physical disability, age, family relationship, association with anyone of a particular race, color, sex, national origin, marital status, age or religion, application for workers' compensation benefits, request to take or taking protected family leave when making employment decisions. Prohibited discrimination includes discrimination on the basis of sexual orientation. This applies to issues relating to hiring, firing, transfer, promotion, benefits, compensation, and other terms and conditions of employment.

Workplace Harassment: It is the philosophy of the Department all employees, customers, clients, contractors and visitors to the work site enjoy a work environment that is free from harassing behavior, regardless of whether it rises to the level of illegal harassment. Employees at all levels of the organization are expected to conduct themselves in a business-like and professional manner and refrain from conduct that to a reasonable person would be offensive, intimidating, hostile, or abusive.

Employees are prohibited from retaliating against any employee who brings charges of conduct in violation of this policy or who assists in investigating charges, or who reports harassing behavior directed at persons other than the employee. Any employee found to have engaged in retaliatory action or behavior shall be subject to discipline, up to and including dismissal.

TYPES OF COMPLAINTS

There are two types of discrimination or harassment complaints: internal and external. Internal complaints are those complaints reported to parties within the Department and investigated by responsible officials within the Department. External complaints are those filed with an outside enforcement agency (i.e., Oregon Bureau of Labor and Industries).

Internal Complaints: Department policy encourages resolution of employee complaints internally whenever possible.

External Complaints: External complaints can be filed with the following:

- Governor’s Affirmative Action Office
- Civil Rights Division of the Bureau of Labor & Industries (most frequently used for external complaints)
- Equal Employment Opportunity Commission (EEOC)

INTERNAL COMPLAINT PROCEDURE

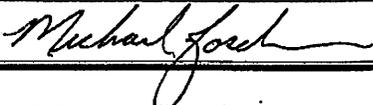
Anyone who is subject to or is aware of harassing behavior should report that information immediately to Department management. If at all possible, the report should be made before the behavior becomes severe. The complaint may be reported to the employee’s immediate supervisor, another manager/supervisor, or a Human Resources staff member. Employees are encouraged to work through their supervisor, however it is recognized that an employee is not compelled to follow any particular chain of command. Classified represented employees may have a union steward accompany them during this process during regular work hours.

REFERENCE

SEIU-Represented Employees	Collective Bargaining Agreement Article 22
Classified Unrepresented Employees	Department of Administrative Services HRSD state policy 70.005.05
Management Service Employees	Department of Administrative Services HRSD state policy 70.000.10
All Employees	Department of Administrative Services HRSD state policy 50.010.01
Bureau of Labor and Industries	www.boli.state.or.us



Statewide Policy

SUBJECT: Maintaining a Professional Workplace	NUMBER: 50.010.03
DIVISION: Chief Human Resource Office	EFFECTIVE DATE: 11/01/13
APPROVED: 	

POLICY STATEMENT: It is the policy of Oregon state government that mutual respect between and among managers, employees, temporary employees and volunteers is integral to the efficient conduct of business. All individuals work together to create and maintain a work environment that is respectful, professional and free from inappropriate workplace behavior.

AUTHORITY: ORS 240.145 and ORS 240.250

APPLICABILITY: All employees, including temporary employees and volunteers, and others working in the agency

DEFINITIONS: **Professional Workplace Behavior:** Supporting the values and mission of Oregon state government and the agency, building positive relationships with others, communicating in a respectful manner, holding oneself accountable and pursuing change within the system.

Inappropriate Workplace Behavior: Unwelcome or unwanted conduct or behavior that causes a negative impact or disruption to the workplace or the business of the state, or results in the erosion of employee morale and is not associated with an employee's protected class status.¹ (See State HR Policy 50.010.01 Discrimination and Harassment Free Workplace for guidance on issues involving protected class status.)

Examples of inappropriate workplace behavior include but are not limited to, comments, actions or behaviors of an individual or group that **embarrass, humiliate, intimidate, disparage, demean, or show disrespect** for another employee, a manager, a subordinate, a volunteer, a customer, a contractor or a visitor in the workplace.

¹ Protected Class Under Federal Law: Race; color; national origin; sex (includes pregnancy-related conditions); religion; age (40 and older); disability; a person who uses leave covered by the Federal Family and Medical Leave Act; a person who uses Military Leave; a person who associates with a protected class; a person who opposes unlawful employment practices, files a complaint or testifies about violations or possible violations; and any other protected class as defined by federal law.

Protected Class Under Oregon State Law: All federally protected classes, plus: age (18 and older); physical or mental disability; injured worker; a person who uses leave covered by the Oregon Family Leave Act; marital status; family relationship; sexual orientation; whistleblower; expunged juvenile record; and any other protected class as defined by state law.

Statewide Policy	50.010.03
Maintaining a Professional Workplace	

Inappropriate workplace behavior does not include actions of performance management such as supervisor instructions, expectations or feedback, administering of disciplinary actions, or investigatory meetings.

Inappropriate workplace behavior does not include assigned, requested or unsolicited constructive peer feedback on projects or work.

State HR Policy 10.000.01 Definitions and OAR 105-010-0000

POLICY

(1) **Conduct** Employees of all service types, temporary employees and volunteers, at every level of the agency (includes boards and commissions) must foster an environment that encourages professionalism and discourages disrespectful behavior. All employees, temporary employees and volunteers must behave respectfully and professionally and refrain from engaging in inappropriate workplace behavior.

(2) **Addressing Inappropriate Workplace Behavior**

- (a) Supervisors must address inappropriate behavior they observe or experience and should do so as close to the time of the occurrence as possible and appropriate.
- (b) If an employee, temporary employee or volunteer observes or experiences inappropriate workplace behavior and feels comfortable in doing so, he or she should do one or both of the following:
 - (A) Redirect inappropriate conversations or behavior to workplace business
 - (B) Tell an offending employee, temporary employee or volunteer his or her behavior is offensive and ask him or her to stop.

(3) **Reporting Inappropriate Workplace Behavior**

- (a) An employee, temporary employee or volunteer should report inappropriate workplace behavior he or she experiences or observes to his or her immediate supervisor as soon as practical. If the employee, temporary employee or volunteer's immediate supervisor is the one engaging in the inappropriate behavior, he or she should report the behavior to upper management, the agency head or agency Human Resource section, as soon as practical. The report may be verbal or written.
- (b) If past practice exists in the agency, an employee represented by a labor union may have a union representative present during regular work hours, when reporting inappropriate workplace behavior and through the process set forth in this policy.

(4) **Responding to a Report of Inappropriate Workplace Behavior** Inappropriate workplace behavior must be addressed and corrected before it becomes pervasive, causes further workplace disruption or lowers morale. Unless the agency decides otherwise, the supervisor of the individual allegedly engaging in inappropriate workplace behavior must address² the report as soon as possible.

² The agency determines the best method of addressing the report, depending upon the behavior reported or observed, including determining method of follow up if necessary.

Maintaining a Professional Workplace	<u>Statewide Policy</u>	50.010.03
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(5) Consequences

- (a) Any employee found to have engaged in inappropriate workplace behavior, will be counseled, or, depending on the severity of the behavior, may be subject to discipline, up to and including dismissal.
- (b) An employee in trial service found to have engaged in inappropriate workplace behavior may be removed from trial service.
- (c) A temporary employee or volunteer found to have engaged in inappropriate workplace behavior will be counseled or, depending on the severity of the behavior, may have his or her service terminated.
- (d) A supervisor who fails to address inappropriate behavior, will be counseled, or, depending on the severity of the behavior, may be subject to disciplinary action, up to and including dismissal.

(6) **Retaliation** Retaliating against someone for reporting or addressing inappropriate workplace behavior is prohibited. An employee who believes he or she is experiencing retaliation as a result of reporting inappropriate behavior should report this to his or her immediate supervisor as soon as practical³. The agency will investigate reports of retaliation. Any employee found to have engaged in retaliation may be subject to discipline, up to and including dismissal. An employee in trial service found to have engaged in retaliation may be removed from trial service. A temporary employee or volunteer found to have engaged in retaliation may have his or her service terminated.

(7) Policy Notification. All employees including temporary employees and volunteers will:

- (a) Be given a copy or told the location of State HR Policy 50.010.03 Maintaining a Professional Workplace by the agency
- (b) Be given directions to read the policy
- (c) Be provided an opportunity to ask questions and have their questions answered
- (d) Acknowledge he or she read the policy and had the opportunity to ask questions
 - (A) The agency decides the form of the acknowledgement, such as electronic, signed, or other documented acknowledgment
 - (B) The agency may create and offer training as it deems necessary.

³ If the employee believes his or her immediate supervisor is engaging in retaliation, he or she should report the behavior to the agency human resource office, upper management or the agency head as soon as practical.

State of Oregon
OREGON DEPARTMENT OF EDUCATION
POLICY MANUAL



AGENCY POLICY 581-208

Effective Date: 05-09-2006

APPROVED: Signature on File at ODE

RE: Support of Employee Involvement in Schools and Learning

PURPOSE: The Oregon Department of Education (ODE) recognizes the importance of family and community involvement in children's success in school and learning. ODE encourages employees to participate in school and learning activities by providing flexibility in work schedules.

POLICY:

Management may allow an employee time away from regular duties to attend school and learning-related functions for children. Examples of such activities include but are not limited to school-based activities, field trips, volunteering for reading or mentoring programs, and, etc. The employee must present the request in writing and allow sufficient time for management to review the request and respond.

Management must consider such things as office needs and whether services can be adequately maintained when reviewing requests for time off. Management may also consider the frequency of requests and disruption to the office when considering leave requests.

The manager and employee can mutually agree to flex schedules, time off using vacation, comp time or leave without pay as appropriate in accordance with relevant collective bargaining agreements and ODE Policy 581-204, Alternate Work Schedules.

Management and executive service employees will follow the same basic principles as represented staff in requesting school and learning involvement leave.

State of Oregon
OREGON DEPARTMENT OF EDUCATION
POLICY MANUAL



AGENCY POLICY

581-501

Effective Date: 06-27-2006

APPROVED: Signature on File at ODE

RE: Payment of Tuition for Accredited Higher Education

PURPOSE: The purpose of the program is to provide a structured and equitable system for Permanent Classified, Management and Executive Service staff to obtain needed education, advance employee skills and to recognize that benefits of education are portable and therefore shared by ODE and the individual.

POLICY:

This Policy is specific to Agency payment for tuition expenses for ODE employees attending courses at credit granting institutes of higher education accredited by an agency approved by the U.S. Secretary of Education. This Policy does not apply to conference, workshop or trade-specific trainings that do not grant higher education credit to individual students. This policy does not change written agreements entered into prior to the effective date of this policy. This policy does not supersede any collective bargaining agreement and is intended to be implemented within available resources.

1. When Management Directs Attendance in a Course or Program

In a case where the specific education is a unique and specialized job requirement not normally found in job applicants, or became a requirement of a current position after an employee was hired, the Agency may direct an employee to attend the course and make payment directly to a provider best suited for Agency needs.

2. Considerations When Employee Requests Tuition Payment for Attendance in a Course or Program

- a. Permanent employees may request tuition payment using a form prescribed by the Unit Coordinators. The form provides space for all required justifications and agreements. The employee shall include a description of the program and how it will be of benefit to the State. The employee's Assistant Superintendent, or written delegate, must approve each course or program of study in advance.

- b. Assistant Superintendents, or written delegates, must consider the requesting employee's impact and potential benefit to the Agency in making any decision grant tuition payment under this policy. The Course or program must be relevant to current career field and of benefit to the agency.
- c. The employee must present proof of grade and proof of payment for reimbursement. Reimbursement can only be made upon completion of the course with a course grade of at least a C (2.0), a "Pass" in the case of a Pass/Fail course, or meet the minimum requirements of the program.

3. Considerations for Selection of Education Program and Location

- a. Every effort should be taken to maximize the use of public community colleges or state university courses or programs.
- b. Private institutions should only be used when the course or program of instruction is deemed necessary and there is no equivalent program available within 35 miles of the employee's place of business.
- c. Distance Learning is an acceptable delivery method in this policy.
- d. The Assistant Superintendent, or written delegate, shall provide a justification of the education program selected and describe the balance of the benefit to the state and the employee. Assistant Superintendent, or written delegate, may consider any relevant factors in this justification such as quality of the program, timing, availability, and impact on employee's schedule.

4. Limitations

- a. It is not the intent of this policy to give unlimited access to ever increasing levels of education, such as gaining advanced degrees, without due consideration to the benefit to the Agency. Requests should not be approved for courses in programs significantly above or unrelated to the employee's current position.
- b. Each request must be reviewed by the employee's Assistant Superintendent. After completion of education, the employee must agree to continue in state service for a period of six months or twice the period of training, whichever is greater. The employee shall also agree to reimburse to the state an amount of tuition proportionate to the unfulfilled portion of the commitment in the event he/she does not fulfill this commitment. Under extenuating circumstances, such commitments may be modified or waived by the agency appointing authority.
- c. Reimbursement for tuition at private institutions will be limited to the comparable tuition costs for comparable program or level of education at the nearest State University. This

policy may be used to reimburse Tuition and course fees only. This policy may not be used to reimburse parking, student activity fees, elective fees or books.

- d. Employees enrolled in Distance Learning programs may not use ODE computers during work hours to complete coursework.
- e. This policy shall not be used for Educational Leave with Pay. This Policy is limited to specific courses or programs of study that support employees to continue in performance of their duties.

5. Benefits

- a. The Assistant Superintendent, or written delegate, may approve individuals to take classes during normal work hours in a paid status, and/or;
- b. Reimbursement of up to 100% of tuition cost, based on their assessment of the balance of benefit to the employee and the Agency.
- c. Agency will not pay for overtime, compensatory time, employee travel or travel related expenses except when course is required as in paragraph 1.

Reference/Authority

DAS/SEIU 2007-2009 Collective Bargaining Agreement, Article 121.5, Section 2

DAS STATEWIDE ADMINISTRATIVE RULE 105-040-0015

Veteran's Preference in Employment

Applicability: Recruitment and selection processes for all State of Oregon positions in agencies subject to ORS 240, State Personnel Relations Law, including but not limited to promotional opportunities.

(1) Definitions: (See also HRSD Rule 105-010-0000 Definitions Applicable Generally to Personnel Rules and Policies.)

(a) Initial Application Screening: An agency's process of determining whether an applicant meets the minimum and special qualifications for a position. An Initial Application Screening may also include an evaluation of skills or grading of supplemental test questions if required on the recruiting announcement.

(b) Application Examination: The selection process utilized by an agency after Initial Application Screening. This selection process includes, but is not limited to, formal testing or other assessments resulting in a score as well as un-scored examinations such as interviews and reference checks.

(c) Veteran and Disabled Veteran: As defined by ORS 408.225 and 408.235.

(2) Application of preference points upon Initial Application Screening: Qualifying Veterans and Disabled Veterans receive preference points as follows;

(a) Five Veteran's Preference points are added upon Initial Application Screening when an applicant submits as verification of eligibility a copy of the Certificate of Release or Discharge from Active Duty (DD Form 214 or 215), or a letter from the US Department of Veteran's Affairs indicating the applicant receives a non-service connected pension with the State of Oregon Application; or

(b) Ten Disabled Veteran's points are added upon Initial Application Screening when an applicant submits as verification of eligibility a copy of the Certificate of Release or Discharge from Active Duty (DD Form 214 or 215) with the State of Oregon Application. Disabled Veterans must also submit a copy of their Veteran's disability preference letter from the US Department of Veteran Affairs, unless the information is included in the DD Form 214 or 215.

(c) Veteran's and Disabled Veteran's preference points are not added when a Veteran or Disabled Veteran fails to meet the minimum or the special qualifications for a position.

(3) Following an Initial Application Screening the agency generates a list of qualified applicants to consider for Appointment. An Appointing Authority or designee may then:

(a) Determine whether or not to interview all applicants who meet the minimum and special qualifications of the position (including all Veterans and Disabled Veterans); or

(b) Select a group of Veteran and Disabled Veteran applicants who most closely match the agency's purposes in filling the position. This group of applicants may be considered along

with non-veteran applicants who closely match the purposes of the agency in filling the position as determined by:

(A) Scored Application Examinations (including scored interviews): If an agency utilizes, after an Initial Application Screening, a scored Application Examination to determine whom to consider further for Appointment, the agency will add (based on a 100-point scale) five points to a Veteran's score or 10 points to a Disabled Veteran's score or;

(B) Un-scored Application Examinations: Un-scored Application Examinations done by sorting into levels (such as "unsatisfactory," "satisfactory," "excellent") based on desired attributes or other criteria for further consideration will be accomplished by:

(i) Advancing the application of a Veteran one level;

(ii) Advancing an application of a Disabled Veteran two levels.

(4) Preference in un-scored interviews: A Veteran or Disabled Veteran who, in the judgment of the Appointing Authority or designee, meets all or substantially all of the agency's purposes in filling the position will continue to be considered for Appointment.

(5) If a Veteran or Disabled Veteran has been determined to be equal to the top applicant or applicants for a position by the Appointing Authority or designee then the Veteran or Disabled Veteran is ranked more highly than non-veteran applicants and, a Disabled Veteran is ranked more highly than non-veteran and Veteran applicants.

(6) Preference described in Sections 2 through 5 of this rule is not a requirement to appoint a Veteran or Disabled Veteran to a position. An agency may base a decision not to appoint the Veteran or Disabled Veteran solely on the Veteran's or Disabled Veteran's merits or qualifications.

(7) A Veteran or a Disabled Veteran applicant not appointed to a position may request an explanation from the agency. The request must be in writing and be sent within 30 calendar days of the date the Veteran or Disabled Veteran was notified that they were not selected. The agency will respond in writing with the reasons for not appointing the Veteran or Disabled Veteran.

[ED. NOTE: Forms referenced are available from the agency.]

Stat. Auth: ORS 240.145(3) & 240.250

Stats. Implemented: ORS 408.225, 408.230 & 408.235

Hist.: HRSD 3-2007(Temp), f. & cert ef. 9-5-07 thru 3-3-08; HRSD 1-2008, f. 2-27-08, cert. ef. 3-1-08; HRSD 3-2009, f. 12-30-09, cert. ef. 1-1-10

VII. APPENDIX B

Age Discrimination in Employment Act of 1967 (ADEA)

The Age Discrimination in Employment Act of 1967 (ADEA) protects individuals who are 40 years of age or older from employment discrimination based on age. The ADEA’s protections apply to both employees and job applicants. Under the ADEA, it is unlawful to discriminate against a person because of his/her age with respect to any term, condition, or privilege of employment, including hiring, firing, promotion, layoff, compensation, benefits, job assignments, and training. The ADEA permits employers to favor older workers based on age even when doing so adversely affects a younger worker who is 40 or older.

It is also unlawful to retaliate against an individual for opposing employment practices that discriminate based on age or for filing an age discrimination charge, testifying, or participating in any way in an investigation, proceeding, or litigation under the ADEA.

The ADEA applies to employers with 20 or more employees, including state and local governments. It also applies to employment agencies and labor organizations, as well as to the federal government. ADEA protections include:

- **Apprenticeship Programs**

It is generally unlawful for apprenticeship programs, including joint labor-management apprenticeship programs, to discriminate on the basis of an individual’s age. Age limitations in apprenticeship programs are valid only if they fall within certain specific exceptions under the ADEA or if the EEOC grants a specific exemption.

- **Job Notices and Advertisements**

The ADEA generally makes it unlawful to include age preferences, limitations, or specifications in job notices or advertisements. A job notice or advertisement may specify an age limit only in the rare circumstances where age is shown to be a “bona fide occupational qualification” (BFOQ) reasonably necessary to the normal operation of the business.

- **Pre-Employment Inquiries**

The ADEA does not specifically prohibit an employer from asking an applicant’s age or date of birth. However, because such inquiries may deter older workers from applying for employment or may otherwise indicate possible intent to discriminate based on age, requests for age information will be closely scrutinized to make sure that the inquiry was made for a lawful purpose, rather than for a purpose prohibited by the ADEA. If the information is needed for a lawful purpose, it can be obtained after the employee is hired.

- **Benefits**

The Older Workers Benefit Protection Act of 1990 (OWBPA) amended the ADEA to specifically prohibit employers from denying benefits to older employees. Congress recognized that the cost of providing certain benefits to older workers is greater than the

cost of providing those same benefits to younger workers, and that those greater costs might create a disincentive to hire older workers. Therefore, in limited circumstances, an employer may be permitted to reduce benefits based on age, as long as the cost of providing the reduced benefits to older workers is no less than the cost of providing benefits to younger workers.

Employers are permitted to coordinate retiree health benefit plans with eligibility for Medicare or a comparable state-sponsored health benefit.

- **Waivers of ADEA Rights**

An employer may ask an employee to waive his/her rights or claims under the ADEA. Such waivers are common in settling ADEA discrimination claims or in connection with exit incentive or other employment termination programs. However, the ADEA, as amended by OWBPA, sets out specific minimum standards that must be met in order for a waiver to be considered knowing and voluntary and, therefore, valid. Among other requirements, a valid ADEA waiver must:

- be in writing and be understandable;
- specifically refer to ADEA rights or claims;
- not waive rights or claims that may arise in the future;
- be in exchange for valuable consideration in addition to anything of value to which the individual already is entitled;
- advise the individual in writing to consult an attorney before signing the waiver; and
- provide the individual at least 21 days to consider the agreement and at least seven days to revoke the agreement after signing it.

If an employer requests an ADEA waiver in connection with an exit incentive or other employment termination program, the minimum requirements for a valid waiver are more extensive. See "Understanding Waivers of Discrimination Claims in Employee Severance Agreements" at http://www.eeoc.gov/policy/docs/qanda_severance-agreements.html

Title I of the Americans with Disabilities Act of 1990 (ADA)

Title I of the Americans with Disabilities Act of 1990 prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment. The ADA covers employers with 15 or more employees, including state and local governments. It also applies to employment agencies and to labor organizations. The ADA's nondiscrimination standards also apply to federal sector employees under section 501 of the Rehabilitation Act, as amended, and its implementing rules.

An individual with a disability is a person who:

- Has a physical or mental impairment that substantially limits one or more major life activities;
- Has a record of such an impairment; or
- Is regarded as having such an impairment.
- A qualified employee or applicant with a disability is an individual who, with or without reasonable accommodation, can perform the essential functions of the job in question. Reasonable accommodation may include, but is not limited to:
 - Making existing facilities used by employees readily accessible to and usable by persons with disabilities.
 - Job restructuring, modifying work schedules, reassignment to a vacant position;
 - Acquiring or modifying equipment or devices, adjusting or modifying examinations, training materials, or policies, and providing qualified readers or interpreters.

An employer is required to make a reasonable accommodation to the known disability of a qualified applicant or employee if it would not impose an "undue hardship" on the operation of the employer's business. Reasonable accommodations are adjustments or modifications provided by an employer to enable people with disabilities to enjoy equal employment opportunities. Accommodations vary depending upon the needs of the individual applicant or employee. Not all people with disabilities (or even all people with the same disability) will require the same accommodation. For example:

- A deaf applicant may need a sign language interpreter during the job interview.
- An employee with diabetes may need regularly scheduled breaks during the workday to eat properly and monitor blood sugar and insulin levels.
- A blind employee may need someone to read information posted on a bulletin board.
- An employee with cancer may need leave to have radiation or chemotherapy treatments.

An employer does not have to provide a reasonable accommodation if it imposes an "undue hardship." Undue hardship is defined as an action requiring significant difficulty or expense when considered in light of factors such as an employer's size, financial resources, and the nature and structure of its operation.

An employer is not required to lower quality or production standards to make an accommodation; nor is an employer obligated to provide personal use items such as glasses or hearing aids.

An employer generally does not have to provide a reasonable accommodation unless an individual with a disability has asked for one. If an employer believes that a medical condition is causing a performance or conduct problem, it may ask the employee how to solve the problem and if the employee needs a reasonable accommodation. Once a reasonable accommodation is requested, the employer and the individual should discuss the individual's needs and identify the appropriate reasonable accommodation. Where more than one accommodation would work, the employer may choose the one that is less costly or that is easier to provide.

Title I of the ADA also covers:

- **Medical Examinations and Inquiries**
Employers may not ask job applicants about the existence, nature, or severity of a disability. Applicants may be asked about their ability to perform specific job functions. A job offer may be conditioned on the results of a medical examination, but only if the examination is required for all entering employees in similar jobs. Medical examinations of employees must be job related and consistent with the employer's business needs.

Medical records are confidential! The basic rule is that with limited exceptions, employers must keep confidential any medical information they learn about an applicant or employee. Information can be confidential even if it contains no medical diagnosis or treatment course and even if it is not generated by a health care professional. For example, an employee's request for a reasonable accommodation would be considered medical information subject to the ADA's confidentiality requirements.

- **Drug and Alcohol Abuse**
Employees and applicants currently engaging in the illegal use of drugs are not covered by the ADA when an employer acts on the basis of such use. Tests for illegal drugs are not subject to the ADA's restrictions on medical examinations. Employers may hold illegal drug users and alcoholics to the same performance standards as other employees.

It is also unlawful to retaliate against an individual for opposing employment practices that discriminate based on disability or for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or litigation under the ADA.

Federal Tax Incentives to Encourage the Employment of People with Disabilities and to Promote the Accessibility of Public Accommodations

The Internal Revenue Code includes several provisions aimed at making businesses more accessible to people with disabilities. The following provides general – non-legal – information about three of the most significant tax incentives. (Employers should check with their accountants or tax advisors to determine eligibility for these incentives or visit the Internal Revenue Service's website, www.irs.gov, for more information. Similar state and local tax incentives may be available.)

- **Small Business Tax Credit (Internal Revenue Code Section 44: Disabled Access Credit)**
Small businesses with either \$1,000,000 or less in revenue or 30 or fewer full-time employees may take a tax credit of up to \$5,000 annually for the cost of providing reasonable accommodations such as sign language interpreters, readers, materials in alternative format such as Braille or large print), the purchase of adaptive equipment, the modification of existing equipment, or the removal of architectural barriers.
- **Work Opportunity Tax Credit (Internal Revenue Code Section 51)**
Employers who hire certain targeted low-income groups, including individuals referred from vocational rehabilitation agencies and individuals receiving Supplemental Security Income (SSI) may be eligible for an annual tax credit of up to \$2,400 for each qualifying employee who works at least 400 hours during the tax year. Additionally, a maximum credit of \$1,200 may be available for each qualifying summer youth employee.
- **Architectural/Transportation Tax Deduction (Internal Revenue Code Section 190 Barrier Removal):**
This annual deduction of up to \$15,000 is available to businesses of any size for the costs of removing barriers for people with disabilities, including the following: providing accessible parking spaces, ramps, and curb cuts; providing wheelchair-accessible telephones, water fountains, and restrooms; making walkways at least 48 inches wide; and making entrances accessible.

Disability Discrimination

Disability discrimination occurs when an employer or other entity covered by the Americans with Disabilities Act, as amended, or the Rehabilitation Act, as amended, treats a qualified individual with a disability who is an employee or applicant unfavorably because she has a disability.

Disability discrimination also occurs when a covered employer or other entity treats an applicant or employee less favorably because she has a history of a disability (such as cancer that is controlled or in remission) or because she is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if she does not have such an impairment).

The law requires an employer to provide reasonable accommodation to an employee or job applicant with a disability, unless doing so would cause significant difficulty or expense for the employer ("undue hardship").

The law also protects people from discrimination based on their relationship with a person with a disability (even if they do not themselves have a disability). For example, it is illegal to discriminate against an employee because her husband has a disability.

Note: Federal employees and applicants are covered by the Rehabilitation Act of 1973, instead of the Americans with Disabilities Act. The protections are mostly the same.

Disability Discrimination & Work Situations

The law forbids discrimination when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, and any other term or condition of employment.

Disability Discrimination & Harassment

It is illegal to harass an applicant or employee because he has a disability, had a disability in the past, or is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if he does not have such an impairment).

Harassment can include, for example, offensive remarks about a person's disability. Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that aren't very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted).

The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.

Disability Discrimination & Reasonable Accommodation

The law requires an employer to provide reasonable accommodation to an employee or job applicant with a disability, unless doing so would cause significant difficulty or expense for the employer.

A reasonable accommodation is any change in the work environment (or in the way things are usually done) to help a person with a disability apply for a job, perform the duties of a job, or enjoy the benefits and privileges of employment.

Reasonable accommodation might include, for example, making the workplace accessible for wheelchair users or providing a reader or interpreter for someone who is blind or hearing impaired.

While the federal anti-discrimination laws don't require an employer to accommodate an employee who must care for a disabled family member, the Family and Medical Leave Act (FMLA) may require an employer to take such steps. The Department of Labor enforces the FMLA. For more information, call: 1-866-487-9243.

Disability Discrimination & Reasonable Accommodation & Undue Hardship

An employer doesn't have to provide an accommodation if doing so would cause undue hardship to the employer.

Undue hardship means that the accommodation would be too difficult or too expensive to provide, in light of the employer's size, financial resources, and the needs of the business. An employer may not refuse to provide an accommodation just because it involves some cost. An employer does not have to provide the exact accommodation the employee or job applicant wants. If more than one accommodation works, the employer may choose which one to provide.

Definition Of Disability

Not everyone with a medical condition is protected by the law. In order to be protected, a person must be qualified for the job and have a disability as defined by the law.

A person can show that he or she has a disability in one of three ways:

- A person may be disabled if he or she has a physical or mental condition that substantially limits a major life activity (such as walking, talking, seeing, hearing, or learning).
- A person may be disabled if he or she has a history of a disability (such as cancer that is in remission).
- A person may be disabled if he is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if he does not have such an impairment).

Disability & Medical Exams During Employment Application & Interview Stage

The law places strict limits on employers when it comes to asking job applicants to answer medical questions, take a medical exam, or identify a disability.

For example, an employer may not ask a job applicant to answer medical questions or take a medical exam before extending a job offer. An employer also may not ask job applicants if they have a disability (or about the nature of an obvious disability). An employer may ask job applicants whether they can perform the job and how they would perform the job, with or without a reasonable accommodation.

Disability & Medical Exams After A Job Offer For Employment

After a job is offered to an applicant, the law allows an employer to condition the job offer on the applicant answering certain medical questions or successfully passing a medical exam, but only if all new employees in the same type of job have to answer the questions or take the exam.

Disability & Medical Exams For Persons Who Have Started Working As Employees

Once a person is hired and has started work, an employer generally can only ask medical questions or require a medical exam if the employer needs medical documentation to support an employee's request for an accommodation or if the employer believes that an

employee is not able to perform a job successfully or safely because of a medical condition.

The law also requires that employers keep all medical records and information confidential and in separate medical files.

Available Resources

In addition to a variety of formal guidance documents, EEOC has developed a wide range of fact sheets, question & answer documents, and other publications to help employees and employers understand the complex issues surrounding disability discrimination.

- [Your Employment Rights as an Individual With a Disability](#)
 - [Job Applicants and the ADA](#)
 - [Understanding Your Employment Rights Under the ADA: A Guide for Veterans](#)
 - [Questions and Answers: Promoting Employment of Individuals with Disabilities in the Federal Workforce](#)
 - [The Family and Medical Leave Act, the ADA, and Title VII of the Civil Rights Act of 1964](#)
 - [The ADA: A Primer for Small Business](#)
 - [Your Responsibilities as an Employer](#)
 - [Small Employers and Reasonable Accommodation](#)
 - [Work At Home/Telework as a Reasonable Accommodation](#)
 - [Applying Performance And Conduct Standards To Employees With Disabilities](#)
 - [Obtaining and Using Employee Medical Information as Part of Emergency Evacuation Procedures](#)
 - [Veterans and the ADA: A Guide for Employers](#)
 - [Pandemic Preparedness in the Workplace and the Americans with Disabilities Act](#)
 - [Employer Best Practices for Workers with Caregiving Responsibilities](#)
 - [Reasonable Accommodations for Attorneys with Disabilities](#)
 - [How to Comply with the Americans with Disabilities Act: A Guide for Restaurants and Other Food Service Employers](#)
 - [Final Report on Best Practices For the Employment of People with Disabilities In State Government](#)
 - [ABC's of Schedule A Documents](#)
- The ADA Amendments Act
- [Final Regulations Implementing the ADA](#)
 - [Questions and Answers on the Final Rule Implementing the ADA Amendments Act of 2008](#)
 - [Questions and Answers for Small Businesses: The Final Rule Implementing the ADA Amendments Act of 2008](#)
 - [Fact Sheet on the EEOC's Final Regulations Implementing the ADA](#)
- The Questions and Answers Series
- [Health Care Workers and the Americans with Disabilities Act](#)
 - [Deafness and Hearing Impairments in the Workplace and the Americans with Disabilities Act](#)
 - [Blindness and Vision Impairments in the Workplace and the ADA](#)
 - [The Americans with Disabilities Act's Association Provision](#)
 - [Diabetes in the Workplace and the ADA](#)
 - [Epilepsy in the Workplace and the ADA](#)
 - [Persons with Intellectual Disabilities in the Workplace and the ADA](#)
 - [Cancer in the Workplace and the ADA](#)
- Mediation and the ADA
- [Questions and Answers for Mediation Providers: Mediation and the Americans with Disabilities Act \(ADA\)](#)
 - [Questions and Answers for Parties to Mediation: Mediation and the Americans with Disabilities Act \(ADA\)](#)

Source: U.S. Equal Employment Opportunity Commission (EEOC)
<http://www.eeoc.gov/eeoc/publications/fs-ada.cfm> ; <http://www.eeoc.gov/laws/types/disability.cfm>

Equal Pay and Compensation Discrimination Equal Pay Act of 1963, and Title VII of the Civil Rights Act of 1964

The right of employees to be free from discrimination in their compensation is protected under several federal laws, including the following enforced by the U.S. Equal Employment Opportunity Commission: the **Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964**, the **Age Discrimination in Employment Act of 1967**, and **Title I of the Americans with Disabilities Act of 1990**.

The law against compensation discrimination includes all payments made to or on behalf employees as remuneration for employment. All forms of compensation are covered, including salary, overtime pay, bonuses, stock options, profit sharing and bonus plans, life insurance, vacation and holiday pay, cleaning or gasoline allowances, hotel accommodations, reimbursement for travel expenses, and benefits.

Equal Pay Act

The Equal Pay Act requires that men and women be given equal pay for equal work in the same establishment. The jobs need not be identical, but they must be substantially equal. It is job content, not job titles, that determines whether jobs are substantially equal. Specifically, the EPA provides that employers may not pay unequal wages to men and women who perform jobs that require substantially equal skill, effort and responsibility, and that are performed under similar working conditions within the same establishment. Each of these factors is summarized below:

Skill

- Measured by factors such as the experience, ability, education, and training required to perform the job. The issue is what skills are required for the job, not what skills the individual employees may have. For example, two bookkeeping jobs could be considered equal under the EPA even if one of the job holders has a master's degree in physics, since that degree would not be required for the job.

Effort

- The amount of physical or mental exertion needed to perform the job. For example, suppose that men and women work side by side on a line assembling machine parts. The person at the end of the line must also lift the assembled product as he or she completes the work and place it on a board. That job requires more effort than the other assembly line jobs if the extra effort of lifting the assembled product off the line is substantial and is a regular part of the job. As a result, it would not be a violation to pay that person more, regardless of whether the job is held by a man or a woman.

Responsibility

- The degree of accountability required in performing the job. For example, a salesperson who is delegated the duty of determining whether to accept customers' personal checks has more responsibility than other salespeople. On the other hand, a minor difference in

responsibility, such as turning out the lights at the end of the day, would not justify a pay differential.

Working Conditions

- This encompasses two factors: (1) physical surroundings like temperature, fumes, and ventilation; and (2) hazards.

Establishment

- The prohibition against compensation discrimination under the EPA applies only to jobs within an establishment. An establishment is a distinct physical place of business rather than an entire business or enterprise consisting of several places of business. In some circumstances, physically separate places of business may be treated as one establishment. For example, if a central administrative unit hires employees, sets their compensation, and assigns them to separate work locations, the separate work sites can be considered part of one establishment.

Pay differentials are permitted when they are based on seniority, merit, quantity or quality of production, or a factor other than sex. These are known as “affirmative defenses” and it is the employer’s burden to prove that they apply.

In correcting a pay differential, no employee’s pay may be reduced. Instead, the pay of the lower paid employee(s) must be increased.

Title VII, ADEA, and ADA

Title VII, the ADEA, and the ADA prohibit compensation discrimination on the basis of race, color, religion, sex, national origin, age, or disability. Unlike the EPA, there is no requirement that the claimant’s job be substantially equal to that of a higher paid person outside the claimant’s protected class, nor do these statutes require the claimant to work in the same establishment as a comparator.

Compensation discrimination under Title VII, the ADEA, or the ADA can occur in a variety of forms. For example:

- An employer pays an employee with a disability less than similarly situated employees without disabilities and the employer’s explanation (if any) does not satisfactorily account for the differential.
- An employer sets the compensation for jobs predominately held by, for example, women or African-Americans below that suggested by the employer’s job evaluation study, while the pay for jobs predominately held by men or whites is consistent with the level suggested by the job evaluation study.
- An employer maintains a neutral compensation policy or practice that has an adverse impact on employees in a protected class and cannot be justified as job-related and consistent with business necessity. For example, if an employer provides extra compensation to employees who are the “head of household,” i.e., married with dependents

and the primary financial contributor to the household, the practice may have an unlawful disparate impact on women.

It is also unlawful to retaliate against an individual for opposing employment practices that discriminate based on compensation or for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or litigation under Title VII, ADEA, ADA or the Equal Pay Act.

Source: U.S. Equal Employment Opportunity Commission (EEOC)
<http://www.eeoc.gov/eeoc/publications/fs-epa.cfm>

Title II of the Genetic Information Nondiscrimination Act of 2008
(GINA)

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA), which prohibits genetic information discrimination in employment, took effect on November 21, 2009.

Under Title II of GINA, it is illegal to discriminate against employees or applicants because of genetic information. Title II of GINA prohibits the use of genetic information in making employment decisions, restricts employers and other entities covered by Title II (employment agencies, labor organizations and joint labor-management training and apprenticeship programs - referred to as "covered entities") from requesting, requiring or purchasing genetic information, and strictly limits the disclosure of genetic information.

The EEOC enforces Title II of GINA (dealing with genetic discrimination in employment). The Departments of Labor, Health and Human Services and the Treasury have responsibility for issuing regulations for Title I of GINA, which addresses the use of genetic information in health insurance.

Definition of "Genetic Information"

Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about the manifestation of a disease or disorder in an individual's family members (i.e. family medical history). Family medical history is included in the definition of genetic information because it is often used to determine whether someone has an increased risk of getting a disease, disorder, or condition in the future. Genetic information also includes an individual's request for, or receipt of, genetic services, or the participation in clinical research that includes genetic services by the individual or a family member of the individual, and the genetic information of a fetus carried by an individual or by a pregnant woman who is a family member of the individual and the genetic information of any embryo legally held by the individual or family member using an assisted reproductive technology.

Discrimination Because of Genetic Information

The law forbids discrimination on the basis of genetic information when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoffs, training, fringe benefits, or any other term or condition of employment. *An employer may never use genetic information to make an employment decision because genetic information is not relevant to an individual's current ability to work.*

Harassment Because of Genetic Information

Under GINA, it is also illegal to harass a person because of his or her genetic information. Harassment can include, for example, making offensive or derogatory remarks about an applicant or employee's genetic information, or about the genetic information of a relative of the applicant or employee. Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, harassment is illegal when it is so

severe or pervasive that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted). The harasser can be the victim's supervisor, a supervisor in another area of the workplace, a co-worker, or someone who is not an employee, such as a client or customer.

Retaliation

Under GINA, it is illegal to fire, demote, harass, or otherwise “retaliate” against an applicant or employee for filing a charge of discrimination, participating in a discrimination proceeding (such as a discrimination investigation or lawsuit), or otherwise opposing discrimination.

Rules Against Acquiring Genetic Information

- It will usually be unlawful for a covered entity to get genetic information. There are six narrow exceptions to this prohibition:
- Inadvertent acquisitions of genetic information do not violate GINA, such as in situations where a manager or supervisor overhears someone talking about a family member’s illness.
- Genetic information (such as family medical history) may be obtained as part of health or genetic services, including wellness programs, offered by the employer on a voluntary basis, if certain specific requirements are met.
- Family medical history may be acquired as part of the certification process for FMLA leave (or leave under similar state or local laws or pursuant to an employer policy), where an employee is asking for leave to care for a family member with a serious health condition.
- Genetic information may be acquired through commercially and publicly available documents like newspapers, as long as the employer is not searching those sources with the intent of finding genetic information or accessing sources from which they are likely to acquire genetic information (such as websites and on-line discussion groups that focus on issues such as genetic testing of individuals and genetic discrimination).
- Genetic information may be acquired through a genetic monitoring program that monitors the biological effects of toxic substances in the workplace where the monitoring is required by law or, under carefully defined conditions, where the program is voluntary.
- Acquisition of genetic information of employees by employers who engage in DNA testing for law enforcement purposes as a forensic lab or for purposes of human remains identification is permitted, but the genetic information may only be used for analysis of DNA markers for quality control to detect sample contamination.

Confidentiality of Genetic Information

It is also unlawful for a covered entity to disclose genetic information about applicants, employees or members. Covered entities must keep genetic information confidential and in a separate medical file. (Genetic information may be kept in the same file as other medical information in compliance with the Americans with Disabilities Act.) There are limited exceptions to this non-disclosure rule, such as exceptions that provide for the disclosure of relevant genetic information to government officials investigating compliance with Title II of GINA and for disclosures made pursuant to a court order.

Source: U.S. Equal Employment Opportunity Commission (EEOC)
<http://www.eeoc.gov/laws/types/genetic.cfm>

National Origin Discrimination

National origin discrimination involves treating people (applicants or employees) unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not).

National origin discrimination also can involve treating people unfavorably because they are married to (or associated with) a person of a certain national origin or because of their connection with an ethnic organization or group.

Discrimination can occur when the victim and the person who inflicted the discrimination are the same national origin.

National Origin Discrimination & Work Situations

The law forbids discrimination when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, and any other term or condition of employment.

National Origin & Harassment

It is unlawful to harass a person because of his or her national origin. Harassment can include, for example, offensive or derogatory remarks about a person's national origin, accent or ethnicity. Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted).

The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.

National Origin & Employment Policies/Practices

The law makes it illegal for an employer or other covered entity to use an employment policy or practice that applies to everyone, regardless of national origin, if it has a negative impact on people of a certain national origin and is not job-related or necessary to the operation of the business.

An employer can only require an employee to speak fluent English if fluency in English is necessary to perform the job effectively. An "English-only rule", which requires employees to speak only English on the job, is only allowed if it is needed to ensure the safe or efficient operation of the employer's business and is put in place for nondiscriminatory reasons.

An employer may not base an employment decision on an employee's foreign accent, unless the accent seriously interferes with the employee's job performance.

Citizenship Discrimination & Workplace Laws

The Immigration Reform and Control Act of 1986 (IRCA) makes it illegal for an employer to discriminate with respect to hiring, firing, or recruitment or referral for a fee, based upon an individual's citizenship or immigration status. The law prohibits employers from hiring only

U.S. citizens or lawful permanent residents unless required to do so by law, regulation or government contract. Employers may not refuse to accept lawful documentation that establishes the employment eligibility of an employee, or demand additional documentation beyond what is legally required, when verifying employment eligibility (i.e., completing the Department of Homeland Security (DHS) Form I-9), based on the employee's national origin or citizenship status. It is the employee's choice which of the acceptable Form I-9 documents to show to verify employment eligibility.

IRCA also prohibits retaliation against individuals for asserting their rights under the Act, or for filing a charge or assisting in an investigation or proceeding under IRCA.

IRCA's nondiscrimination requirements are enforced by the Department of Justice's Office of Special Counsel for Immigration-Related Unfair Employment Practices (OSC), Civil Rights Division. OSC may be reached at:

1-800-255-7688 (voice for employees/applicants),
1-800-237-2515 (TTY for employees/applicants),
1-800-255-8155 (voice for employers), or
1-800-362-2735 (TTY for employers), or
<http://www.usdoj.gov/crt/osc>.

Source: U.S. Equal Employment Opportunity Commission (EEOC)
<http://www.eeoc.gov/laws/types/nationalorigin.cfm>

Pregnancy Discrimination

Pregnancy Discrimination

Pregnancy discrimination involves treating a woman (an applicant or employee) unfavorably because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

Pregnancy Discrimination & Work Situations

The Pregnancy Discrimination Act (PDA) forbids discrimination based on pregnancy when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, such as leave and health insurance, and any other term or condition of employment.

Pregnancy Discrimination & Temporary Disability

If a woman is temporarily unable to perform her job due to a medical condition related to pregnancy or childbirth, the employer or other covered entity must treat her in the same way as it treats any other temporarily disabled employee. For example, the employer may have to provide light duty, alternative assignments, disability leave, or unpaid leave to pregnant employees if it does so for other temporarily disabled employees.

Additionally, impairments resulting from pregnancy (for example, gestational diabetes or preeclampsia, a condition characterized by pregnancy-induced hypertension and protein in the urine) may be disabilities under the Americans with Disabilities Act (ADA). An employer may have to provide a reasonable accommodation (such as leave or modifications that enable an employee to perform her job) for a disability related to pregnancy, absent undue hardship (significant difficulty or expense). The ADA Amendments Act of 2008 makes it much easier to show that a medical condition is a covered disability.

For more information about the ADA, see <http://www.eeoc.gov/laws/types/disability.cfm>.

For information about the ADA Amendments Act, see http://www.eeoc.gov/laws/types/disability_regulations.cfm.

Pregnancy Discrimination & Harassment

It is unlawful to harass a woman because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth. Harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted). The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.

Pregnancy, Maternity & Parental Leave

Under the PDA, an employer that allows temporarily disabled employees to take disability leave or leave without pay, must allow an employee who is temporarily disabled due to pregnancy to do the same.

An employer may not single out pregnancy-related conditions for special procedures to determine an employee's ability to work. However, if an employer requires its employees to submit a doctor's statement concerning their ability to work before granting leave or paying sick benefits, the employer may require employees affected by pregnancy-related conditions to submit such statements.

Further, under the Family and Medical Leave Act (FMLA) of 1993, a new parent (including foster and adoptive parents) may be eligible for 12 weeks of leave (unpaid or paid if the employee has earned or accrued it) that may be used for care of the new child. To be eligible, the employee must have worked for the employer for 12 months prior to taking the leave and the employer must have a specified number of employees. See <http://www.dol.gov/whd/regs/compliance/whdfs28.htm>.

Pregnancy & Workplace Laws

Pregnant employees may have additional rights under the Family and Medical Leave Act (FMLA), which is enforced by the U.S. Department of Labor. Nursing mothers may also have the right to express milk in the workplace under a provision of the Fair Labor Standards Act enforced by the U.S. Department of Labor's Wage and Hour Division.

See <http://www.dol.gov/whd/regs/compliance/whdfs73.htm>.

For more information about the Family Medical Leave Act or break time for nursing mothers, go to <http://www.dol.gov/whd>, or call 202-693-0051 or 1-866-487-9243 (voice), 202-693-7755 (TTY).

Race/Color Discrimination

Race discrimination involves treating someone (an applicant or employee) unfavorably because he/she is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Color discrimination involves treating someone unfavorably because of skin color complexion.

Race/color discrimination also can involve treating someone unfavorably because the person is married to (or associated with) a person of a certain race or color or because of a person's connection with a race-based organization or group, or an organization or group that is generally associated with people of a certain color.

Discrimination can occur when the victim and the person who inflicted the discrimination are the same race or color.

Race/Color Discrimination & Work Situations

The law forbids discrimination when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, and any other term or condition of employment.

Race/Color Discrimination & Harassment

It is unlawful to harass a person because of that person's race or color.

Harassment can include, for example, racial slurs, offensive or derogatory remarks about a person's race or color, or the display of racially-offensive symbols. Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted).

The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.

Race/Color Discrimination & Employment Policies/Practices

An employment policy or practice that applies to everyone, regardless of race or color, can be illegal if it has a negative impact on the employment of people of a particular race or color and is not job-related and necessary to the operation of the business. For example, a "no-beard" employment policy that applies to all workers without regard to race may still be unlawful if it is not job-related and has a negative impact on the employment of African-American men (who have a predisposition to a skin condition that causes severe shaving bumps).

Facts About Race/Color Discrimination

Title VII of the Civil Rights Act of 1964 protects individuals against employment discrimination on the basis of race and color as well as national origin, sex, or religion.

It is unlawful to discriminate against any employee or applicant for employment because of race or color in regard to hiring, termination, promotion, compensation, job training, or any other term, condition, or privilege of employment. Title VII also prohibits employment decisions based on stereotypes and assumptions about abilities, traits, or the performance of individuals of certain racial groups.

Title VII prohibits both intentional discrimination and neutral job policies that disproportionately exclude minorities and that are not job related.

Equal employment opportunity cannot be denied because of marriage to or association with an individual of a different race; membership in or association with ethnic based organizations or groups; attendance or participation in schools or places of worship generally associated with certain minority groups; or other cultural practices or characteristics often linked to race or ethnicity, such as cultural dress or manner of speech, as long as the cultural practice or characteristic does not materially interfere with the ability to perform job duties.

Race-Related Characteristics and Conditions

Discrimination on the basis of an immutable characteristic associated with race, such as skin color, hair texture, or certain facial features violates Title VII, even though not all members of the race share the same characteristic.

Title VII also prohibits discrimination on the basis of a condition which predominantly affects one race unless the practice is job related and consistent with business necessity. For example, since sickle cell anemia predominantly occurs in African-Americans, a policy which excludes individuals with sickle cell anemia is discriminatory unless the policy is job related and consistent with business necessity. Similarly, a “no-beard” employment policy may discriminate against African-American men who have a predisposition to pseudofolliculitis barbae (severe shaving bumps) unless the policy is job-related and consistent with business necessity.

Color Discrimination

Even though race and color clearly overlap, they are not synonymous. Thus, color discrimination can occur between persons of different races or ethnicities, or between persons of the same race or ethnicity. Although Title VII does not define “color,” the courts and the Commission read “color” to have its commonly understood meaning – pigmentation, complexion, or skin shade or tone. Thus, color discrimination occurs when a person is discriminated against based on the lightness, darkness, or other color characteristic of the person. Title VII prohibits race/color discrimination against all persons, including Caucasians.

Although a plaintiff may prove a claim of discrimination through direct or circumstantial evidence, some courts take the position that if a white person relies on circumstantial evidence to establish a reverse discrimination claim, he or she must meet a heightened standard of proof. The Commission, in contrast, applies the same standard of proof to all race discrimination claims, regardless of the victim's race or the type of evidence used. In either case, the ultimate burden of persuasion remains always on the plaintiff.

Employers should adopt "best practices" to reduce the likelihood of discrimination and to address impediments to equal employment opportunity.

Title VII's protections include:

- **Recruiting, Hiring, and Advancement**

Job requirements must be uniformly and consistently applied to persons of all races and colors. Even if a job requirement is applied consistently, if it is not important for job performance or business needs, the requirement may be found unlawful if it excludes persons of a certain racial group or color significantly more than others. Examples of potentially unlawful practices include: (1) soliciting applications only from sources in which all or most potential workers are of the same race or color; (2) requiring applicants to have a certain educational background that is not important for job performance or business needs; (3) testing applicants for knowledge, skills or abilities that are not important for job performance or business needs.

Employers may legitimately need information about their employees or applicants race for affirmative action purposes and/or to track applicant flow. One way to obtain racial information and simultaneously guard against discriminatory selection is for employers to use separate forms or otherwise keep the information about an applicant's race separate from the application. In that way, the employer can capture the information it needs but ensure that it is not used in the selection decision.

Unless the information is for such a legitimate purpose, pre-employment questions about race can suggest that race will be used as a basis for making selection decisions. If the information is used in the selection decision and members of particular racial groups are excluded from employment, the inquiries can constitute evidence of discrimination.

- **Compensation and Other Employment Terms, Conditions, and Privileges**

Title VII prohibits discrimination in compensation and other terms, conditions, and privileges of employment. Thus, race or color discrimination may not be the basis for differences in pay or benefits, work assignments, performance evaluations, training, discipline or discharge, or any other area of employment.

- **Harassment**

Harassment on the basis of race and/or color violates Title VII. Ethnic slurs, racial "jokes," offensive or derogatory comments, or other verbal or physical conduct based on an individual's race/color constitutes unlawful harassment if the conduct creates an intimidating, hostile, or offensive working environment, or interferes with the individual's work performance.

- **Retaliation**

Employees have a right to be free from retaliation for their opposition to discrimination or their participation in an EEOC proceeding by filing a charge, testifying, assisting, or otherwise participating in an agency proceeding.

- **Segregation and Classification of Employees**

Title VII is violated where minority employees are segregated by physically isolating them from other employees or from customer contact. Title VII also prohibits assigning primarily minorities to predominantly minority establishments or geographic areas. It is also illegal to exclude minorities from certain positions or to group or categorize employees or jobs so that certain jobs are generally held by minorities. Title VII also does not permit racially motivated decisions driven by business concerns – for example, concerns about the effect on employee relations, or the negative reaction of clients or customers. Nor may race or color ever be a bona fide occupational qualification under Title VII.

Coding applications/resumes to designate an applicant's race, by either an employer or employment agency, constitutes evidence of discrimination where minorities are excluded from employment or from certain positions. Such discriminatory coding includes the use of facially benign code terms that implicate race, for example, by area codes where many racial minorities may or are presumed to live.

- **Pre-Employment Inquiries and Requirements**

Requesting pre-employment information which discloses or tends to disclose an applicant's race suggests that race will be unlawfully used as a basis for hiring. Solicitation of such pre-employment information is presumed to be used as a basis for making selection decisions. Therefore, if members of minority groups are excluded from employment, the request for such pre-employment information would likely constitute evidence of discrimination.

However, employers may legitimately need information about their employees' or applicants' race for affirmative action purposes and/or to track applicant flow. One way to obtain racial information and simultaneously guard against discriminatory selection is for employers to use "tear-off sheets" for the identification of an applicant's race. After the applicant completes the application and the tear-off portion, the employer separates the tear-off sheet from the application and does not use it in the selection process.

Other pre-employment information requests which disclose or tend to disclose an applicant's race are personal background checks, such as criminal history checks. Title VII does not categorically prohibit employers' use of criminal records as a basis for making employment decisions. Using criminal records as an employment screen may be lawful, legitimate, and even mandated in certain circumstances. However, employers that use criminal records to screen for employment must comply with Title VII's nondiscrimination requirements.

Source: U.S. Equal Employment Opportunity Commission (EEOC)
http://www.eeoc.gov/laws/types/race_color.cfm ; <http://www.eeoc.gov/eeoc/publications/fs-race.cfm>

Religious Discrimination

Religious discrimination involves treating a person (an applicant or employee) unfavorably because of his or her religious beliefs. The law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs.

Religious discrimination can also involve treating someone differently because that person is married to (or associated with) an individual of a particular religion or because of his or her connection with a religious organization or group.

Religious Discrimination & Work Situations

The law forbids discrimination when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, and any other term or condition of employment.

Religious Discrimination & Harassment

It is illegal to harass a person because of his or her religion.

Harassment can include, for example, offensive remarks about a person's religious beliefs or practices. Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that aren't very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted).

The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.

Religious Discrimination and Segregation

Title VII also prohibits workplace or job segregation based on religion (including religious garb and grooming practices), such as assigning an employee to a non-customer contact position because of actual or feared customer preference.

Religious Discrimination & Reasonable Accommodation

The law requires an employer or other covered entity to reasonably accommodate an employee's religious beliefs or practices, unless doing so would cause more than a minimal burden on the operations of the employer's business. This means an employer may be required to make reasonable adjustments to the work environment that will allow an employee to practice his or her religion.

Examples of some common religious accommodations include flexible scheduling, voluntary shift substitutions or swaps, job reassignments, and modifications to workplace policies or practices.

Religious Accommodation/Dress & Grooming Policies

Unless it would be an undue hardship on the employer's operation of its business, an employer must reasonably accommodate an employee's religious beliefs or practices. This applies not only to schedule changes or leave for religious observances, but also to such things as dress or grooming practices that an employee has for religious reasons. These might include, for example, wearing particular head coverings or other religious dress (such as a Jewish yarmulke or a Muslim headscarf), or wearing certain hairstyles or facial hair (such as Rastafarian dreadlocks or Sikh uncut hair and beard). It also includes an employee's observance of a religious prohibition against wearing certain garments (such as pants or miniskirts).

When an employee or applicant needs a dress or grooming accommodation for religious reasons, he should notify the employer that he needs such an accommodation for religious reasons. If the employer reasonably needs more information, the employer and the employee should engage in an interactive process to discuss the request. If it would not pose an undue hardship, the employer must grant the accommodation.

Religious Discrimination & Reasonable Accommodation & Undue Hardship

An employer does not have to accommodate an employee's religious beliefs or practices if doing so would cause undue hardship to the employer. An accommodation may cause undue hardship if it is costly, compromises workplace safety, decreases workplace efficiency, infringes on the rights of other employees, or requires other employees to do more than their share of potentially hazardous or burdensome work.

Religious Discrimination And Employment Policies/Practices

An employee cannot be forced to participate (or not participate) in a religious activity as a condition of employment.

Source: U.S. Equal Employment Opportunity Commission (EEOC)
<http://www.eeoc.gov/laws/types/religion.cfm>

Retaliation

All of the laws we enforce make it illegal to fire, demote, harass, or otherwise “retaliate” against people (applicants or employees) because they filed a charge of discrimination, because they complained to their employer or other covered entity about discrimination on the job, or because they participated in an employment discrimination proceeding (such as an investigation or lawsuit).

For example, it is illegal for an employer to refuse to promote an employee because she filed a charge of discrimination with the EEOC, even if EEOC later determined no discrimination occurred.

Retaliation & Work Situations

The law forbids retaliation when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, and any other term or condition of employment.

Facts About Retaliation

An employer may not fire, demote, harass or otherwise "retaliate" against an individual for filing a charge of discrimination, participating in a discrimination proceeding, or otherwise opposing discrimination. The same laws that prohibit discrimination based on race, color, sex, religion, national origin, age, and disability, as well as wage differences between men and women performing substantially equal work, also prohibit retaliation against individuals who oppose unlawful discrimination or participate in an employment discrimination proceeding.

In addition to the protections against retaliation that are included in all of the laws enforced by EEOC, the Americans with Disabilities Act (ADA) also protects individuals from coercion, intimidation, threat, harassment, or interference in their exercise of their own rights or their encouragement of someone else's exercise of rights granted by the ADA.

There are three main terms that are used to describe retaliation. Retaliation occurs when an employer, employment agency, or labor organization takes an **adverse action** against a **covered individual** because he or she engaged in a **protected activity**. These three terms are described below.

Adverse Action

An adverse action is an action taken to try to keep someone from opposing a discriminatory practice, or from participating in an employment discrimination proceeding. Examples of adverse actions include:

- employment actions such as termination, refusal to hire, and denial of promotion,
- other actions affecting employment such as threats, unjustified negative evaluations, unjustified negative references, or increased surveillance, and

- any other action such as an assault or unfounded civil or criminal charges that are likely to deter reasonable people from pursuing their rights.

Adverse actions do not include petty slights and annoyances, such as stray negative comments in an otherwise positive or neutral evaluation, "snubbing" a colleague, or negative comments that are justified by an employee's poor work performance or history.

Even if the prior protected activity alleged wrongdoing by a different employer, retaliatory adverse actions are unlawful. For example, it is unlawful for a worker's current employer to retaliate against him for pursuing an EEO charge against a former employer.

Of course, employees are not excused from continuing to perform their jobs or follow their company's legitimate workplace rules just because they have filed a complaint with the EEOC or opposed discrimination. For more information about adverse actions, see EEOC's Compliance Manual Section 8, Chapter II, Part D.

Covered Individuals

Covered individuals are people who have opposed unlawful practices, participated in proceedings, or requested accommodations related to employment discrimination based on race, color, sex, religion, national origin, age, or disability. Individuals who have a close association with someone who has engaged in such protected activity also are covered individuals. For example, it is illegal to terminate an employee because his spouse participated in employment discrimination litigation.

Individuals who have brought attention to violations of law other than employment discrimination are NOT covered individuals for purposes of anti-discrimination retaliation laws. For example, "whistleblowers" who raise ethical, financial, or other concerns unrelated to employment discrimination are not protected by the EEOC enforced laws.

Protected Activity

Protected activity includes:

Opposition to a practice believed to be unlawful discrimination

Opposition is informing an employer that you believe that he/she is engaging in prohibited discrimination. Opposition is protected from retaliation as long as it is based on a reasonable, good-faith belief that the complained of practice violates anti-discrimination law; and the manner of the opposition is reasonable.

Examples of protected opposition include:

- Complaining to anyone about alleged discrimination against oneself or others;
- Threatening to file a charge of discrimination;
- Picketing in opposition to discrimination; or
- Refusing to obey an order reasonably believed to be discriminatory.

Examples of activities that are NOT protected opposition include:

- Actions that interfere with job performance so as to render the employee ineffective; or
- Unlawful activities such as acts or threats of violence.

Participation in an employment discrimination proceeding.

Participation means taking part in an employment discrimination proceeding.

Participation is protected activity even if the proceeding involved claims that ultimately were found to be invalid.

Examples of participation include:

- Filing a charge of employment discrimination;
- Cooperating with an internal investigation of alleged discriminatory practices; or
- Serving as a witness in an EEO investigation or litigation.

A protected activity can also include requesting a reasonable accommodation based on religion or disability.

For more information about Protected Activities, see EEOC's Compliance Manual, Section 8, Chapter II, Part B - Opposition and Part C - Participation.

Sex-Based Discrimination

Sex discrimination involves treating someone (an applicant or employee) unfavorably because of that person's sex.

Sex discrimination also can involve treating someone less favorably because of his or her connection with an organization or group that is generally associated with people of a certain sex.

Sex Discrimination & Work Situations

The law forbids discrimination when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, and any other term or condition of employment.

Sex Discrimination Harassment

It is unlawful to harass a person because of that person's sex. Harassment can include "sexual harassment" or unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. Harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's sex. For example, it is illegal to harass a woman by making offensive comments about women in general.

Both victim and the harasser can be either a woman or a man, and the victim and harasser can be the same sex.

Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted).

The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.

Sex Discrimination & Employment Policies/Practices

An employment policy or practice that applies to everyone, regardless of sex, can be illegal if it has a negative impact on the employment of people of a certain sex and is not job-related or necessary to the operation of the business.

Source: U.S. Equal Employment Opportunity Commission (EEOC)
<http://www.eeoc.gov/laws/types/sex.cfm>

Sexual Harassment

It is unlawful to harass a person (an applicant or employee) because of that person's sex. Harassment can include "sexual harassment" or unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature.

Harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's sex. For example, it is illegal to harass a woman by making offensive comments about women in general.

Both victim and the harasser can be either a woman or a man, and the victim and harasser can be the same sex.

Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted).

The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.

Facts About Sexual Harassment

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964. Title VII applies to employers with 15 or more employees, including state and local governments. It also applies to employment agencies and to labor organizations, as well as to the federal government.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- The harasser's conduct must be unwelcome.

It is helpful for the victim to inform the harasser directly that the conduct is unwelcome and must stop. The victim should use any employer complaint mechanism or grievance system available.

When investigating allegations of sexual harassment, EEOC looks at the whole record: the circumstances, such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis.

Prevention is the best tool to eliminate sexual harassment in the workplace. Employers are encouraged to take steps necessary to prevent sexual harassment from occurring. They should clearly communicate to employees that sexual harassment will not be tolerated. They can do so by providing sexual harassment training to their employees and by establishing an effective complaint or grievance process and taking immediate and appropriate action when an employee complains.

It is also unlawful to retaliate against an individual for opposing employment practices that discriminate based on sex or for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or litigation under Title VII.



Oregon

John A. Kitzhaber, MD, Governor

Department of Administrative Services

Chief Human Resource Office

155 Cottage Street NE, U30

Salem, OR 97301

FAX: (503) 373-7684

August 7, 2014

Via Email Only

Rob Saxton, Deputy Superintendent
Oregon Department of Education
255 Capitol Street N.E.
Salem, OR 97310-0203

Re: HB 3165 Compliance

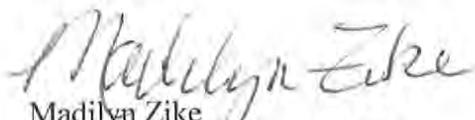
Dear Deputy Supt. Saxton:

On August 1, 2014, the Department of Administrative Services ran the monthly span of control report. The report shows the Oregon Department of Education increased the agency's ratio from 1 to 8 to 1 to 9 supervisory to non-supervisory budgeted positions.

This letter serves as the agency's notification for the reporting period ending October 31, 2014, the agency is no longer subject to the application process for exceptions to hire budgeted supervisory positions so long as it maintains the 1 to 9 ratio. On November 1, 2014, the agency's baseline ratio will reset and it will again be subject to the supervisory hiring restrictions.

If you have any questions, please do not hesitate to contact me or Susan Hoeye at 503-378-8301.

Sincerely,


Madilyn Zike
Chief Human Resource Officer

c: Deb Skiles, ODE HR
Chris Stewart, ODE HR
Ken Rocco, LFO
Daron Hill, LFO
Brian DeForest, DAS BAM

OREGON DEPARTMENT OF EDUCATION

2015-17 Proposed Projects/Initiatives that exceed \$150,000

Agency: OREGON DEPARTMENT OF EDUCATION

Project Name	Project Description	Estimated Start Date	Estimated End Date	Project cost to date	Estimated 2015-17 Costs	All biennia total project cost	Base or POP	Project Phase: I=Initiation, P=Planning, E=Execution, C=Close-out	If continuing project - Has it been rebaselined for either cost, scope or schedule? Y/N - If Y, how many times?	Purpose: L=Lifecycle Replacement; U=Upgrade existing system; N= New system	What Program or line of business does the project support?
ELIS (Early Learning Information System)	Create a facility level data system that meets the multiple function needs of Early Learning Division work including regulatory, quality, and public facing information	7/1/2012	12/1/2017	373,668	3,500,000	4,000,000	POP 200	I	N	N	Early Learning Division Quality and Regulatory business



Secretary of State Audit Report

Kate Brown, Secretary of State

Gary Blackmer, Director, Audits Division

Education: Additional Efforts and Resources Needed to Improve Teacher Preparation and Professional Development

Summary

Teachers are critical for Oregon to meet its education goals for high student achievement. While many factors contribute to student achievement, effective teaching is fundamental to student success. Our audit objective was to determine whether state or local actions could be taken to improve preparation and professional development for beginning teachers of kindergarten through twelfth grade (K-12). Our work focused on ways to strengthen student teaching practices, increase confidence in Oregon teaching colleges and their graduates, and improve the professional opportunities Oregon's school districts provide to beginning teachers.

Oregon's public teaching colleges can do more to strengthen student teaching

Teacher preparation programs at universities and colleges (teaching colleges) in Oregon are essential to ensuring student teachers are sufficiently prepared to support student achievement. Experts suggest student teaching should be the central part of teacher preparation. This type of preparation coordinates university program coursework with K-12 classroom teaching, requiring close partnerships between public teaching colleges and school districts.

Oregon's public teaching colleges are making efforts to strengthen student teaching, yet more progress is needed. Public teaching colleges vary on how well they coordinate coursework and student teaching experiences. They also vary in the partnerships they have developed with local school districts. Oregon's public teaching colleges are working with the state's school districts to strengthen student teaching, yet efforts could be expanded.

We recommend the Oregon Education Investment Board work with the Teacher Standards and Practices Commission, the Oregon University System, public teaching colleges, and school districts to continue strengthening student teaching practices. See page 6 for audit results.

Performance indicators can help inform decision making

Objective information on the effectiveness of Oregon's public teaching colleges could help inform decision making for school district administrators. Performance indicators on how well graduates succeed in the workforce could provide insight into how effectively public teaching colleges prepare their graduates.

Our survey of school district administrators found that half of the respondents did not believe Oregon's public teaching colleges sufficiently prepare their graduates. However, no state agency or commission in Oregon routinely reports performance indicators relating to the effectiveness of Oregon public teaching colleges' graduates, and only three of the six public teaching colleges regularly provide any information on their graduates after they enter the workforce. Other states have begun reporting performance indicators on their teaching colleges' graduates, including:

- hiring and retention data,
- survey results from teaching college graduates and their employers,
- measures of student growth attributed to teaching college graduates, and
- summarized results from teacher evaluations conducted by graduates' principals.

We recommend the Oregon Education Investment Board identify a state entity, such as the University System or the Teacher Standards and Practices Commission, to gather, analyze, and regularly report on the effectiveness of graduates to provide performance indicators for Oregon's teaching colleges. See page 16 for audit results.

Stronger licensing requirements could provide greater assurances of teacher preparedness

Oregon's teacher licensure requirements do not include an independent performance assessment to ensure that teacher candidates are adequately prepared. The Teaching Standards and Practices Commission (Commission), which is responsible for licensing Oregon's teachers, relies on recommendations from the teaching colleges to determine whether candidates are ready to teach. In contrast, Washington, Wisconsin, and New York are working to obtain independent performance assessments of candidate quality by requiring candidates to pass the Teacher Preparation Assessment tool developed by Stanford University and administered by a private contractor. We recommend the Commission consider requiring independent performance assessments of teacher candidates' performance prior to licensure to determine whether candidates are adequately prepared. See page 20 for audit results.

Further expand professional development and support for beginning K-12 teachers

Research indicates that beginning teachers need comprehensive professional development in their first three to five years for professional growth and improved student achievement. Professional development includes high quality mentoring, ongoing learning opportunities, and standards-based teacher evaluations.

While some Oregon school districts report they provide professional development and support to beginning teachers, other districts face challenges in doing so. Many school districts in Oregon do not have mentoring policies or formal plans for beginning teachers to participate in mentoring. In addition, many school districts told us that they do not set aside time for professional learning, and others are slow to create teacher evaluation systems in line with new requirements.

We recommend the Oregon Education Investment Board work with the Oregon Legislature, public teaching colleges, Oregon Department of Education, and Oregon's school districts to create and implement professional development guidelines and to provide consistent funding needed to improve professional development opportunities for beginning K-12 teachers. See page 23 for audit results.

Agency Responses

Agency responses are attached at the end of the report.

Table of Contents

Education:

Additional Efforts and Resources Needed to Improve Teacher Preparation and Professional Development ..i

 Summary i

 Agency Response..... iii

Background 1

 Effective teaching critical to raising student achievement 1

 K-12 education in Oregon..... 4

 Audit Objective..... 5

Audit Results – Additional State Support Needed to Strengthen Student Teaching.....6

 The importance of student teaching 6

 Experts assert changes needed in teacher preparation 6

 Public teaching colleges are strengthening student teaching practices, yet more progress is needed ...8

 Barriers to better student teaching 12

Recommendations..... 15

Audit Results – Performance Indicators Can Help Inform Decision Making 16

 Performance information needed about Oregon’s public teaching colleges 16

Recommendation 19

Audit Results – Stronger Teacher Licensing Requirements for Teacher Preparedness 20

 Licenses are a requirement for Oregon’s public school teachers..... 20

 Other states have begun to require independent performance assessments 20

 Initial teacher licensing can better assess candidate preparation..... 21

Recommendations..... 22

Audit Results – Expand Professional Development and Support for Beginning Teachers..... 23

 Professional development..... 23

 Many school districts do not offer mentoring program for beginning teachers 24

 Professional learning opportunities vary among school districts 26

 School districts have made progress to meet new teacher evaluation requirements 27

 Challenges to providing professional development..... 28

Recommendation 33

Objectives, Scope and Methodology 34

Responses to the Audit.....

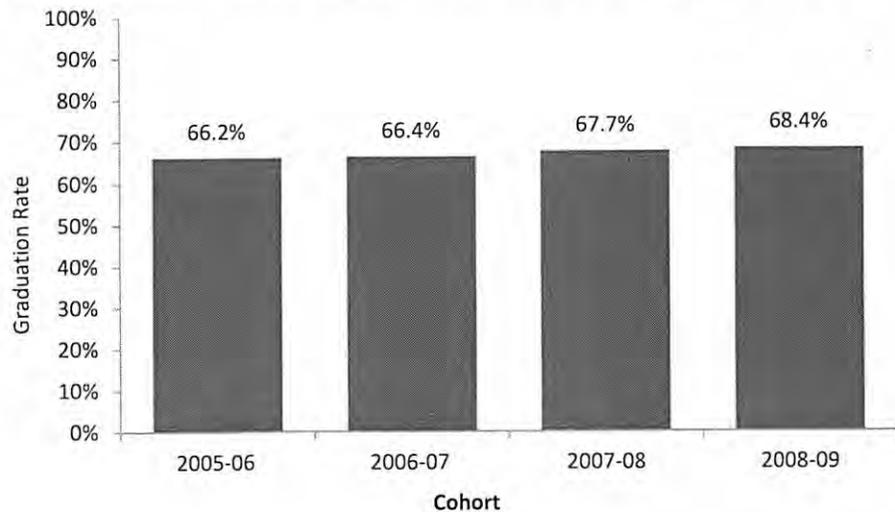
Background

Effective teaching critical to raising student achievement

It is widely accepted that one of the greatest influences on student achievement is effective teaching. While there are many factors that contribute to student achievement, research has shown that an effective teacher workforce is essential for improving student learning. Oregon aims to improve student achievement, in part by focusing its efforts on ensuring 100% of Oregonians obtain a high school diploma or equivalent by 2025.

The state has experienced slight increases in four-year high school graduation rates. See Figure 1. However, only 67.7% of the 2007-08 beginning high school cohort graduated during the 2010-11 school year, the fourth lowest rate of the 47 states that submitted data that year. Effective teaching is critical for Oregon to achieve its 100% graduation goal.

Figure 1: Statewide Trends for High School Cohorts Graduating within Four Years



Oregon’s model core teaching standards

Oregon has defined effective teaching, in part, by adopting the model core teaching standards developed by the Council of Chief State School Officers in 2011. Oregon’s model core teaching standards outline what teachers should know and be able to demonstrate. The standards also outline the common principles and foundations of the teaching practice that cut across all subject areas and grade levels, and that are necessary to improve student achievement. See Figure 2.

Figure 2: Oregon’s Model Core Teaching Standards

Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Professional Learning and Ethical Practice	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

A comprehensive system to support effective teaching

National education organizations and researchers have identified the need for a comprehensive system to educate and support K-12 teachers. They stress that it is imperative that teachers are not only prepared to be highly effective, but are also provided with the experiences and support they need in order to be successful throughout all phases of their career. A comprehensive view of teacher effectiveness spans the career continuum, from pre-service training and preparation to support and development once in the classroom. Research also asserts that inadequate teacher preparation and support could result in less than optimal student achievement and increased teacher attrition.

Teacher preparation

Teachers most often obtain their training in a university or college teacher preparation program. For the purposes of this report, we will refer to universities and colleges offering preparation programs as teaching colleges. Teaching colleges provide instruction on accepted practices for

educating students and teaching experiences in implementing those practices. In addition, teaching colleges are required to meet the Teacher Standards and Practices Commission's (Commission) requirements for teacher preparation that are aligned with national teaching college accreditation and Oregon's model core teaching standards. In Oregon, the Commission, whose members are appointed by the Governor, is the state accrediting agency for all teacher preparation programs.

There are six public and 14 private teaching colleges in Oregon. The six public teaching colleges are: Eastern Oregon University (EOU), Oregon State University (OSU), Portland State University (PSU), Southern Oregon University (SOU), University of Oregon (U of O), and Western Oregon University (WOU). These universities are part of the Oregon University System. During the 2011-12 academic year, nearly half of Oregon-trained teachers that applied for state licensure completed programs provided by one of these teaching colleges.

Teaching colleges offer an undergraduate degree program that leads to licensure, a graduate degree program that leads to licensure, or both. The 4-year undergraduate program, which usually involves an education major, is common for teaching college students who are interested in becoming early childhood and elementary teachers. Undergraduate students interested in becoming a middle school or high school teacher may also need to include a second major in a content area (e.g., English, mathematics, or history). Students who attend graduate level programs most often obtain a bachelor's degree in a specific content area, and then complete a fifth year of graduate-level work in education.

Teacher licensure

Each state in the U.S. sets its own teaching standards for licensed or certified teachers to ensure they are well qualified in specified areas, including subject matter knowledge, teaching methods, and classroom management. In Oregon, the Commission is the licensing agency for all educators in the state. Teachers seeking employment in Oregon's public schools must obtain a teacher license from the Commission.

Professional development

Research suggests that beginning teachers should build on the insights, theory, and experience gained during preparation, and add skills and knowledge to increase their effectiveness in the classroom. The on-the-job support and professional development provided by school districts to beginning teachers in their first three to five years is critical to how they develop as a teacher.

K-12 education in Oregon

Local and state government roles in educating students

The Oregon public education system, which includes kindergarten through grade 12 (K-12), operates within school districts governed by locally elected school boards and school district superintendents. School districts are responsible for setting direction and providing support to their schools, and for developing budgets detailing how the district will utilize available funding. Oregon has 197 school districts that govern approximately 1,400 schools.

Nineteen education service districts in Oregon provide regional services to their component school districts, primarily in areas that the school districts alone would not be able to adequately or equitably provide. Examples of these services include supports for children with severe disabilities and professional development opportunities for K-12 teachers.

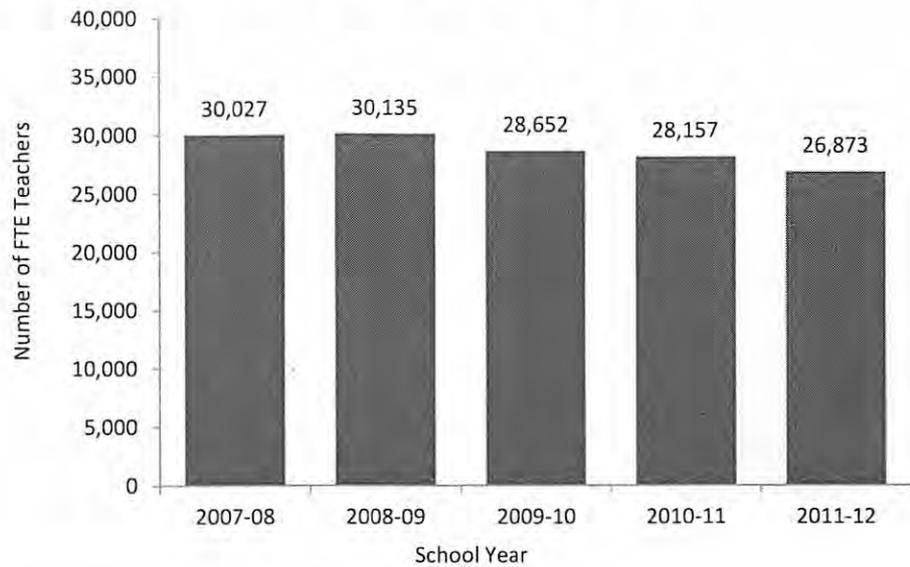
The State Board of Education, whose members are appointed by the Governor and approved by the Oregon Legislature, sets educational policies and standards for Oregon's public school districts. The Oregon Department of Education (Department) functions under the direction and control of the State Board of Education. Its mission is to increase the achievement of all students so that they can graduate with the knowledge and skills necessary for work and college. The Department is also responsible for administering state and federal funds for Oregon's school districts and ensuring all components of the educational system are interconnected to provide appropriate instruction for each student.

K-12 education funding

School districts are funded through federal, state, and local sources. The state General Fund comprised the largest share of school funding (89% in the 2011-13 biennium), with additional state funds coming from the Lottery and Other Funds revenue. The state's school funding for the 2011-13 biennium was \$5.77 billion, \$356 million less than what was spent during the 2007-09 biennium.

State funding for K-12 schools has not kept pace with the rate of inflation, further reducing actual dollars school districts have available to address rising costs. Reduced state funding and increased costs have forced Oregon's school districts and education service districts to cut expenses by reducing administrative and teaching staff, freezing pay, cutting professional development, closing schools, or cutting days from the school calendar. As shown in Figure 3, the number of K-12 teachers has fallen steadily from the 2008-09 to the 2011-12 school year.

Figure 3: Full Time Equivalent (FTE) Teachers in Oregon Schools



Recent changes to Oregon’s K-12 education

In recent years, Oregon has experienced significant changes to its education system and leadership. In addition to the goal of 100% high school completion or equivalent, the Oregon Legislature set targets of at least 40% of Oregonians earning a community college associates degree or post-secondary credential and at least 40% earning a bachelor’s degree or higher. The legislature also passed a bill calling for the creation of a unified system of public education from preschool through graduate school. To implement and support these changes, the legislature established the Oregon Education Investment Board and the position of Chief Education Officer. The two are also responsible for:

- coordinating the new education system,
- ensuring that all public school students achieve the state’s education goals, and
- focusing state resources and data systems to support the state’s student achievement goals.

Audit Objective

Our audit objective was to determine whether state or local actions could be taken to improve preparation and professional development opportunities for beginning teachers. Our work focused on actions that could strengthen student teaching practices, increase confidence in Oregon’s public teaching colleges and their graduates, and improve professional support systems Oregon’s school districts provide to beginning teachers. We did not review student teaching practices at Oregon’s private teaching colleges or the professional development opportunities private K-12 schools provide.

Audit Results – Additional State Support Needed to Strengthen Student Teaching

The importance of student teaching

Ensuring that K-12 teachers are capable of promoting student learning is important for raising student achievement. Education experts assert that no in-school intervention has a greater impact on student learning than an effective teacher. In addition, research suggests that a newly licensed teacher who attended a teaching college with a strong student teaching component is better able to promote learning and achievement in K-12 public schools.

Student teaching, also referred to as clinical practices, occurs when the teaching college places the student teacher in a K-12 school setting to take on teacher roles and responsibilities. At the request of the teaching colleges, local school districts or school building administrators assign one of their K-12 teachers, also referred to as a coaching or cooperating teacher, to the student teacher. The student teacher is also assigned a staff person from the teaching college. The coaching teacher and staff person work together to guide the student teacher through the process.

Though student teaching mainly involves opportunities to observe and practice effective teaching, it also includes participation in other daily teacher activities, including professional development, curriculum development, lesson planning, and student assessments. These activities help to familiarize the student teacher with public school culture and responsibilities.

Experts assert changes needed in teacher preparation

In 2010, the National Council for Accreditation of Teacher Education (NCATE) brought together a panel of education experts to recommend ways to restructure teacher preparation similar to a practice-based profession, such as medicine. The panel's report recommended changes in policy, practice, and the culture and norms of preparation programs and school districts.

In response to the report, Oregon joined the Alliance for Clinical Teacher Preparation, which was initiated by NCATE, committing the state to implementing the panel's recommendations. Our audit work in this area focused on the progress Oregon public teaching colleges have made in implementing the following panel recommendations:

- Teaching colleges should center teacher preparation on extended student teaching experiences that are closely coordinated with the colleges' academic coursework.

- Teacher preparation should be a partnership between the teaching colleges and the school districts, in which the parties share responsibility and work collaboratively.
- Student teachers should have trained, qualified teaching college staff and coaching teachers.
- Teaching colleges should work with school districts to develop new rewards/incentives for coaching teachers and teaching college staff.

Teacher preparation centered on extended student teaching experiences

In the past, academic coursework and student teaching were two separate and distinct components of teacher preparation. Teaching colleges would begin with coursework covering fundamentals in teaching, methods, and curriculum. They would then end preparation in the final 15 weeks by placing their students in a K-12 school to gain classroom experience.

The NCATE panel recommended student teachers be placed in a public school setting for extended time periods, ideally throughout the entire preparation program. They should also have graduated levels of responsibility, from observing their coaching teacher to leading their own classroom, as they progress through the program.

The panel also recommended that student teaching be placed at the center of teacher preparation by coordinating the teaching methods learned in the academic coursework with the teaching methods practiced in the public school setting.

Partnerships between teaching colleges and school districts

The NCATE panel asserted that the teaching college and the placement school district share responsibility for teacher preparation, as partners, and work together to optimize student teacher competency and K-12 student learning. These partnerships are needed to carry out various shared responsibilities related to student teaching practices, including:

- coordinating academic coursework content with timely classroom practice,
- sharing decision making related to student teacher placements,
- performing ongoing student teacher assessments, and
- advancing professional development opportunities in the placement school.

Teaching college personnel key to these partnerships include the teaching college faculty that provides program coursework, and college staff responsible for supporting and guiding student teachers through the student teaching process. School district personnel important to partnership development include the coaching teachers and building administrators.

A new model for training and incentives

To address concerns in training and incentives, the NCATE panel recommended a new model. First, the panel recommended that teaching college staff and coaching teachers be experienced, trained, and highly competent teachers who have the skills and knowledge to support teacher learning and student achievement. In addition, the panel suggested coaching teachers be given time to work with student teachers and college staff. Finally, the panel proposed teaching colleges and school districts change the reward structure to value and support effective student teacher supervision and guidance by teaching college staff and coaching teachers.

Co-teaching and grouping can also help strengthen student teaching practices

In addition to focusing on the NCATE recommendations, we identified leading practices teaching colleges in other states employ to improve student teaching. The most common practices we identified were co-teaching and grouping of student teachers.

Co-teaching involves the student teacher and the coaching teacher sharing teaching responsibilities, including lesson planning, lesson delivery, and student assessment. Co-teaching allows the student teacher and the coaching teacher to collaborate, and to actively engage classroom students for extended periods. It also enables coaching teachers to provide consistent, real time mentoring, and gives student teachers the time and support needed to gain skills and confidence to teach successfully.

Grouping, also referred to as clustering, involves a teaching college placing multiple student teachers in a single placement school. Student teachers grouped in the same K-12 school act as a learning community and can benefit from opportunities to collaborate and learn from one another, as well as their coaching teachers.

Public teaching colleges are strengthening student teaching practices, yet more progress is needed

We interviewed the deans and staff of Oregon's six public teaching colleges and found that they are making some progress in implementing NCATE panel recommendations and other leading practices. Specifically, they are working to focus preparation on student teaching, improve training, and strengthen partnerships with local school districts. Figure 4 illustrates the progress Oregon public teaching colleges have made.

Figure 4: Public Teaching Colleges' Progress in Strengthening Student Teaching Practices

ELEMENTS OF STRONG STUDENT TEACHING EXPERIENCES	Progress in Implementing					
	EOU	OSU	PSU	SOU	UO	WOU
Student teaching at the center of teacher preparation						
Extended student teaching (beginning earlier, 1+ full year)	●	◐	●	●	●	●
Student teaching coordinated with academic coursework	○	●	●	●	●	●
Partnerships between teaching colleges and placement schools						
Share decision making on selection of coaching teachers	○	◐	◐	○	○	◐
Work together creating professional development school, demo school/class	○	◐	◐	◐	○	◐
Training, time, and compensation						
Provide comprehensive training for coaching teacher	○	○	○	◐	○	◐
Provide comprehensive training for college staff	●	●	●	●	●	●
Provide incentives for coaching teachers	○	○	○	○	○	○
Co-teaching and Grouping of placements						
Co-teaching - Student teacher and coaching teacher share teaching responsibilities	○	○	◐	◐	◐	◐
Grouping - Multiple student teachers placed in a single school	◐	◐	◐	◐	◐	◐

LEGEND	
○	Limited to no progress made
◐	Some progress made (not yet meeting leading practice criteria) in certain placements
◑	Some progress made (not yet meeting leading practice criteria) in all placements
◒	Substantial progress made (meeting leading practice criteria) in certain placements
●	Substantial progress made (meeting leading practice criteria) in all placements

Public teaching colleges are focusing preparation on extended student teaching

All of Oregon's public teaching colleges are placing more emphasis on student teaching experiences in their teacher preparation programs. The deans at all six colleges stated their Masters preparation programs have extended the length of student teaching. Each begins student teaching experiences from the start of the program and requires the student teacher to be placed in a public school for at least one year. Three of the four

undergraduate programs have also made this change, while OSU places student teachers for two school terms rather than the full year.

Public teaching colleges provide their student teachers the opportunity to debrief after they have practiced teaching methods in the classroom. For example, SOU's student teachers practice a teaching method in the classroom and then get together with other student teachers, the public teaching college staff, and/or SOU faculty to discuss the experience and lessons learned.

All of the public teaching college deans stated the colleges are coordinating academic coursework with student teaching, including five that have more closely linked coursework content with classroom practice in a timely way to reinforce the teaching method. However, EOU efforts to link coursework to school-based practice have been hampered by the substantial distances between the EOU campus and placement schools, which are in the state's most rural area. Because several weeks can pass before a teaching method learned at EOU is practiced in the classroom, coordination of coursework and classroom practice is not timely.

Public teaching colleges are making progress in developing partnerships but more can be done

Partnerships between colleges and placement school districts, which were called for by the NCATE panel, are being developed at five of the six Oregon public teaching colleges. For example, the Salem-Keizer School District and three teaching colleges in their region are working together as a team in a newly constructed demonstration elementary school. Chavez Elementary School has eight classrooms with one-way mirrors so that teaching college faculty, student teachers, and coaching teachers can observe teachers and student teachers without disturbing classroom students.

More can be done to enhance public teaching college and school district partnerships. Although public teaching colleges and placement districts are working together to assess student teachers and coordinate academic coursework with student teaching practice, several deans explained that their programs frequently do not have a say on the selection of coaching teachers. Deans also stated that they would like more opportunities to work with districts to improve professional development for coaching teachers.

In addition, EOU's dean stated that the program has tried over time to develop good relationships with their placement school districts. While he would like to develop the full partnerships recommended by the NCATE panel, this is not possible due to the distances from the teaching college to the placement school districts and the lack of funding resources.

Some partnerships between teaching colleges and K-12 public schools are the result of efforts by The Chalkboard Project, an Oregon non-profit organization dedicated to improving the State's K-12 public schools. In 2012, the Chalkboard Project launched the TeachOregon program, which provides grant funding for school districts to strengthen partnerships with

university programs and to pilot innovative models to prepare the next generation of teachers for Oregon's K-12 classrooms.

Public teaching colleges improve training but coaching teachers need better incentives

All of Oregon's public teaching college deans stated their colleges provide formal training to their staff regarding the student teaching process and their staff's oversight roles and responsibilities. In addition, all of the public teaching colleges are making progress on providing training to coaching teachers.

Before each student teacher assignment begins, teaching college staff meets informally with each coaching teacher to provide policy documents and to discuss the roles and responsibilities. College staff also provides coaching teachers ad-hoc training throughout the student teaching assignment. However, all six of the public teaching colleges acknowledged that more can be done to provide comprehensive training for coaching teachers.

The University of Portland, one Oregon's private teaching colleges, and WOU provide examples of the comprehensive training that public teaching colleges would like to offer to coaching teachers. These programs provide weeklong courses for new and returning coaching teachers that include workshops on topics such as the coaching teacher's roles and responsibilities, strategies for guiding student teachers, and strategies for co-teaching.

Several public teaching college deans stated it is increasingly difficult to find coaches for their student teachers. One reason is that coaching teachers receive little incentive or reward for participating. Five public teaching colleges provide a small monetary stipend and/or credit vouchers for district teachers to take future college courses. In addition to credit vouchers, WOU provides Professional Development Units that can be used toward teacher license renewal. However, two deans mentioned coaching teachers are not provided time within their full time schedules to work with student teachers and college staff, and in some cases are not compensated for additional time spent mentoring student teachers. Most of the deans agreed that enhancing rewards and incentives for coaching teachers could encourage more K-12 teachers to volunteer for coaching assignments.

Public teaching colleges are implementing co-teaching and grouping

Three of the state's public teaching colleges have made more progress than the others in implementing co-teaching in their student teacher placements. PSU uses co-teaching in approximately a third of its student teacher placements. WOU utilizes co-teaching in two of its placement school districts. SOU utilizes co-teaching in all placements, although primarily during one term of the student teaching experience.

Two of the remaining three teaching colleges have made some progress implementing co-teaching, but only in certain student teacher placements.

For example, OSU is in the process of establishing co-teaching in specific classrooms. In addition, co-teaching is occurring informally in the majority of U of O elementary school placements.

EOU, however, does not utilize co-teaching. Their student and coaching teachers are encouraged to utilize certain aspects of co-teaching, such as co-planning.

All six of the public teaching colleges are working to implement grouping, which involves placing multiple student teachers in the same public schools, but three have made more progress than the others. For example, nearly a quarter of the PSU student teachers last year were assigned to student teach in a single placement school with four to eight others from their program. PSU's teaching college dean stated that the program is on track to double the number of grouped placements this year. In another example, WOU pairs up to 10 student teachers in one school. WOU also places university staff at the school to reduce transportation costs.

Barriers to better student teaching

Distance is a challenge for public teaching colleges in rural areas

Public teaching colleges in rural locations are important in Oregon, where more than 30% of the state's public schools are located. Further, many student teachers want to work in rural schools after graduation. Teachers in rural school districts need to be prepared for multiple grade levels and widely varying student capabilities in a single classroom. In addition, due to funding limitations, rural schools look to hire teachers who are licensed to teach at least two subject areas.

EOU's program leadership acknowledged the importance of putting school-based practice at the center of teacher preparation and, as a result, has extended school-based teacher preparation to a full school year and provided training for teaching college staff.

However, EOU's dean explained that distances between EOU and the local school districts limit the program's ability to strengthen student teaching practices. For example, transporting teaching college staff to and from local districts is a challenge in terms of cost, time, and scheduling. This can result in the college staff making fewer visits to the placement school, leading to less classroom observation and fewer face-to-face interactions with coaching teachers and student teachers.

The dean also explained many rural K-12 schools have few teachers because of the relatively low numbers of students they serve. As a result, EOU has few K-12 teachers to coach their student teachers.

SOU employs several strategies to respond to some of the unique challenges in one particular rural school district, including:

- using teachers from the district to teach university methods courses at the placement public school to decrease transportation time and costs;
- utilizing two-way video and audio to deliver coursework to student teachers at distant K-12 schools; and
- recording student teachers' work in the classroom and sharing these videos with fellow student teachers and college staff for constructive feedback.

SOU's teaching college dean emphasized that these methods cannot replace face-to-face interactions, observations and feedback, and that there are additional costs associated with the use of technology.

Consistent funding needed to strengthen student teaching

Strengthening student teaching requires a commitment of additional work and resources by both the public teaching colleges and the placement public schools. Public teaching colleges may need additional staff to help provide comprehensive training for coaching teachers, to communicate and work closely with the placement school and district to support culture and policy change, and to work with the school district and the coaching teacher in coordinating academic coursework with student teaching. Public teaching colleges also need funding to provide meaningful incentives for public school teachers to take on the additional responsibilities of a coaching teacher and to participate in comprehensive training.

School districts also need funding to allot time within the teacher's full time schedule to coach student teachers and work with college staff. Further, resources are needed to hire substitute teachers to enable coaching teachers to work with their student teachers and college staff outside of the classroom.

Several deans stated that more state-level funding is needed to strengthen student teaching. Without it, public teacher colleges have had to rely on limited temporary grant funding to support any innovations in student teaching. In addition, decreased state funding for education over the last several years has forced public teaching colleges to discontinue some leading practices. For example, OSU's teaching college developed a pilot program with the Beaverton School District to provide six months of co-teaching experience for their student teachers. However, the pilot was discontinued after state funding ended. Additional resources would allow the public teaching colleges to expand their efforts to strengthen student teaching.

Earlier this year, the Oregon Legislature passed a bill establishing and funding The Network of Quality Teaching and Learning, whose purpose in part is to improve recruitment, preparation, induction, career advancement opportunities and support of educators. Additionally, the Oregon University System acknowledged the need for additional funding by requesting the Legislature appropriate funding to improve student teaching at the public teaching colleges. While the Legislature did not award additional funding to the Oregon University System, the Network of Quality Teaching and Learning will include \$2 million for teacher education improvements.

Recommendations

We recommend the Oregon Education Investment Board work with the Teacher Standards and Practices Commission, the Oregon University System, public teaching colleges, and public school districts to:

- continue implementing leading practices in partnerships between public teaching colleges and placement school districts,
- continue to improve training, support, and incentives for coaching teachers,
- continue to strengthen partnerships between public teaching colleges and placement school districts that result in stronger clinical practices for candidates,
- develop and implement strategies to address the challenges rural public teaching colleges and school districts face, and
- document current costs and additional funding needed for public teaching colleges and partnering school districts to implement strategies that help strengthen student teaching.

Audit Results – Performance Indicators Can Help Inform Decision Making

Performance information needed about Oregon’s public teaching colleges

Performance indicators are a method for measuring the outcome of a program or policy. Measuring the effectiveness of graduates working in the public schools and summarizing the results by the graduates’ teaching college can indicate how well teaching colleges generally prepare their graduates to succeed in the workforce. These indicators could help school districts and future teachers inform their decision-making.

Administrators often hire newly graduated and licensed teachers with little classroom experience beyond what they gained from their teaching college. Information about the effectiveness of teaching college graduates could better inform these decisions. In addition, students seeking a career in teaching could use performance information when determining which of the 20 public and private teaching colleges in Oregon would best prepare them for their first classroom assignment and beyond.

Nonetheless, research has shown that performance indicators have limitations, and should be used cautiously. For instance, performance indicators alone do not identify problems, but rather help point toward areas that may need improvement. Further, performance indicators can be affected by factors that are outside the individual’s or program’s control. For example, using student achievement as an indicator of teacher effectiveness is complicated by factors outside the teacher’s control, such as the socioeconomic status of the student’s community, or the educational resources available to the student.

Performance indicators also pose other risks when used to reward or penalize individuals or programs. Instead, research suggests that indicators are best used cautiously, as one element to inform decision-making. In this context, indicators could also help initiate on-going discussions between teaching colleges and school district administrators on how to best prepare teachers to succeed in the workforce.

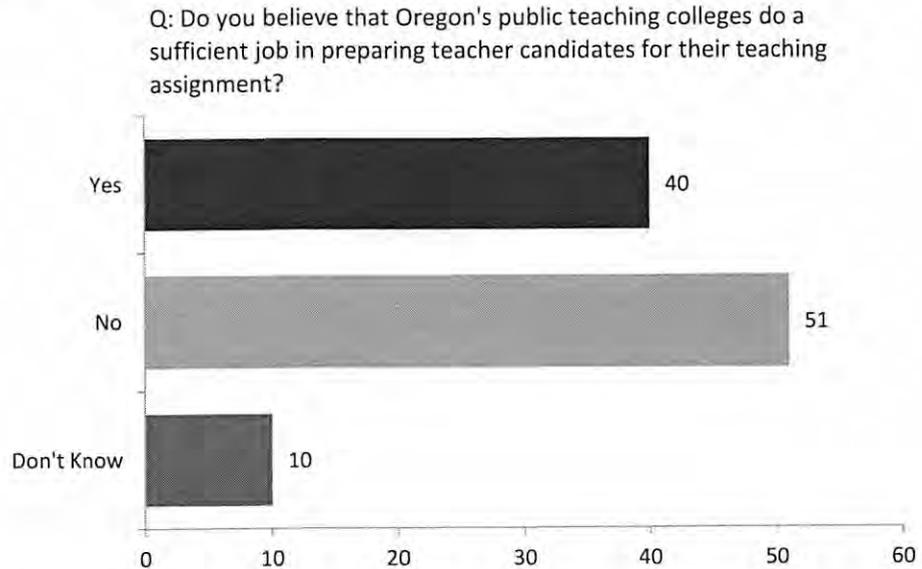
Oregon produces little information on the effectiveness of teaching graduates

No state agency or commission routinely collects or reports performance indicators on the effectiveness of graduates from the state’s public teaching colleges. The Commission has conducted a survey of Oregon’s teaching college graduates and the graduates’ employers, but does not do so regularly. In addition, only three of the six public teaching colleges report performance indicators on their graduates, and the information they provide is limited to survey results from graduates working in the field

and/or their employers. Also, results from these surveys are not easily accessible.

We surveyed all 197 school districts to obtain information about the effectiveness of public teaching colleges. We received responses from 101 administrators representing at least 90 Oregon school districts. Fifty-one of the administrators responded that they do not believe Oregon's public teaching colleges sufficiently prepare their graduates. See Figure 5.

Figure 5: Responses on Public Teaching Colleges' Effectiveness.



While this survey result indicates half of the respondents have an unfavorable view of how well the colleges prepare their students, we do not know the reasons for the administrators' dissatisfaction. More specific information, as well as objective performance indicators, could help public teaching colleges better understand the perceived shortcomings of their graduates. The administrators and the public teaching colleges could use this information to identify any areas for improvement and inform decisions when hiring new teachers.

Other states report on graduates' effectiveness

Several states are tracking and reporting performance indicators on teaching college graduates in the workforce, although individual states differ on the type and number of performance indicators they utilize. The indicators utilized by other states include:

- data on teaching college graduates' hiring and retention (graduates remaining in the teaching field over time),
- survey results from teaching colleges' graduates and their employers,
- measurements of student growth attributed to teaching college graduates, and
- results from teacher evaluations conducted by school district principals.

Ohio, Texas, and Tennessee report hiring and retention data for each of their state teaching colleges. Other states, such as Florida and New York have committed to reporting these performance indicators in the future.

California, Florida, and Kentucky are also gaining valuable information on the effectiveness of their state teaching colleges by seeking feedback from graduates in the workforce and the graduates' employers.

Louisiana, Ohio, and Tennessee attribute student growth to teaching colleges by creating "value-added" models that utilize K-12 students' state test results to measure a teacher's effectiveness. For example, Louisiana assigns a value that represents fourth through ninth-grade teacher's added effect in content areas such as math, science, and reading. The state then summarizes and reports those values by teaching college.

In 2010, Texas incorporated school principal evaluations of beginning teachers in the state's list of reported performance indicators. Texas principals are required to rate first-year teachers in areas such as managing classroom environment, teaching students with disabilities, teaching English language learners, integrating technology into instruction, and using technology with data. The Texas Education Agency aggregates the ratings of each beginning teacher by the teaching college from which they graduated.

Making performance indicators more available

Several states are utilizing internet resources to ensure that data on the performance of teaching colleges is accessible. For example, the Texas Education Agency has a webpage that includes teacher retention data and teacher evaluation results. In another example, the Boards of Regents for Louisiana and Ohio post aggregated results of their *value added* measurements on their web pages.

Recommendation

We recommend the Oregon Education Investment Board identify a state entity, such as the Oregon University System or the Teacher Standards and Practices Commission, to gather, analyze, and report on the effectiveness of graduates to provide performance indicators for Oregon's public teaching colleges.

Audit Results –**Stronger Teacher Licensing Requirements for Teacher Preparedness****Licenses are a requirement for Oregon’s public school teachers**

The Commission, which is responsible for licensing Oregon teachers, is charged with ensuring every student in the state receives instruction from skilled and ethical teachers. To address this responsibility in part, the Commission establishes requirements and standards regarding the knowledge, skills and abilities teachers should possess.

With some exceptions, college graduates must obtain a teacher license before they can teach in public schools. Under state statutes and rules, the Commission issues initial licenses to teaching college graduates who meet the following conditions:

- are at least 18 years of age,
- obtain a bachelor's degree from a regionally accredited college,
- complete a teacher preparation program in Oregon or another U.S. jurisdiction,
- earn a passing score from the basic skills and subject mastery test required by the Commission, and
- receive a recommendation for licensure from their teaching college.

Other states have begun to require independent performance assessments

New York, Washington, and Wisconsin obtain independent performance assessments of their teacher candidates’ skills and knowledge by requiring them to pass the Teacher Preparation Assessment (edTPA). Stanford University created the edTPA as a tool for improving licensure processes. The tool is intended to evaluate teaching college graduates’ ability to:

- prepare and teach lesson plans to address K-12 students’ deficiencies in a content area,
- reassess students to identify growth, and
- evaluate ways to improve future lesson plans.

The edTPA includes a review of a candidate’s teaching materials and a video component, designed to document and demonstrate the candidate’s ability to effectively teach subject matter to all students. Stanford University contracted with an independent teacher testing company to review and score edTPAs the teaching candidates submit.

Initial teacher licensing can better assess candidate preparation

Oregon's teacher licensure requirements do not include an independent performance assessment to ensure initial licensure candidates are adequately prepared to meet the state's teaching standards. The Commission does not conduct a verification of this kind, nor does it require teaching colleges to obtain an independent verification themselves. Rather, the Commission relies on the teaching college that trained the licensure applicant to recommend whether the applicant can meet these standards. The absence of independent verification creates a risk that beginning teachers receiving teacher licenses may not be prepared for their first classroom assignment.

The Commission could use the work samples to confirm licensure candidates are adequately prepared

The Commission requires teaching candidates to complete at least two work samples during their time at Oregon teaching colleges. Similar to the edTPA, these work samples serve as a tool for the graduate to demonstrate their ability to plan, instruct, and assess K-12 students in a public school setting. However, Oregon work samples differ from the edTPA because an evaluator independent from the teaching college does not review them. In addition, the Commission does not require work samples to contain a video component that could be used to observe licensure candidates' classroom skills. Adding a video component and requiring an independent performance assessment would allow the Commission to use work samples as a tool for verifying that teacher candidates are adequately prepared.

Recommendations

We recommend the Teacher Standards and Practices Commission consider:

- requiring an independent performance assessment of teacher candidates' preparation as part of licensure or program completion, and
- adding a video component to the work sample requirements so that independent evaluators can observe teacher candidates' classroom skills.

In considering these recommendations, the Commission should take into account any additional costs associated with implementing and maintaining these requirements.

Audit Results –**Expand Professional Development and Support for Beginning Teachers****Professional development**

Research has shown that ongoing professional development contributes to a beginning teacher's transition to the classroom and professional growth. Key elements of professional development and support for beginning teachers include:

- mentoring,
- professional learning opportunities, and
- teacher evaluations.

The State Board of Education recently adopted model core teaching standards to help determine teacher effectiveness. Beginning in July 2013, Oregon teachers will be evaluated on these expectations. Comprehensive professional development and support can help beginning teachers not only transition to the classroom, but also meet these expectations for an effective teacher.

Oregon has adopted laws and rules that acknowledge the importance of the elements of professional development – mentoring, professional learning, and teacher evaluation. Yet these statutes and rules only require school districts to perform teacher evaluations, leaving the other two elements of professional development subject to available funding.

In 2010, the Oregon Legislature established a task force to study teacher effectiveness. The task force called for high standards for professional development, and made a recommendation to the legislature to fully fund the beginning teacher mentoring program.

The Commission has also sought to enhance professional development by requiring individual teachers to complete professional development coursework or activities in order to renew their teaching license. However, such requirements are the sole responsibility of the teacher, not the school district, which does not ensure that beginning teachers receive mentoring or participate in professional learning opportunities through their school district.

Local and regional organizations have collaborated with state and local governments to improve professional development opportunities for beginning teachers. For example, the Chalkboard Project, an Oregon non-profit organization, has provided guidance and grants to school districts with a focus on increasing teacher effectiveness and student achievement. Chalkboard's CLASS Project has challenged school districts and their teachers' collective bargaining units to design a local strategy using four research-based components of effective teaching: expanded career paths, relevant professional development, effective performance

evaluations and new compensation models. Other groups, including the Confederation of Oregon School Administrators, regional education service districts, and the Oregon Education Association, provide professional development workshops and training to school and district administrators and teachers.

Many school districts do not offer mentoring program for beginning teachers

Mentoring program components

Mentor teachers can provide support to beginning teachers in meeting the expectations for an effective teacher. The mentoring relationship can look different from district to district, and from teacher to teacher. However, a component of any relationship should be the support and feedback the mentor teacher provides to the beginning teacher apart from the teacher's formal evaluation. For example, this can happen when the mentor teacher observes the beginning teacher in the classroom and then provides feedback.

Research suggests mentoring for beginning teachers should include key elements in order to ensure program quality, accelerate new teacher development, reduce teacher attrition, and significantly impact student learning. The New Teacher Center, a nationally-recognized organization focused on beginning teacher support, identifies the following as key elements of a high quality mentoring program for beginning teachers:

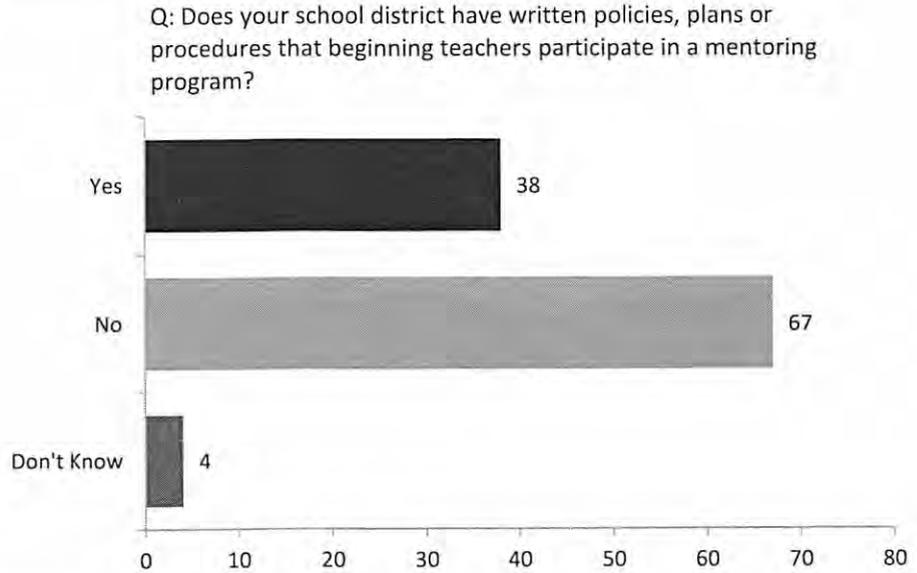
- multiyear mentor programs,
- rigorous, standards-based selection for mentor teachers,
- dedicated time for interactions between mentor teachers and beginning teachers, and
- ongoing professional development and support for mentor teachers.

The New Teacher Center also asserts mentor teachers should be effective teachers chosen through a selective process based on rigorous standards. Mentor teachers should also be trained and have ongoing support for how to be an effective mentor teacher.

Mentoring programs in Oregon

Though some school districts in Oregon offer a mentoring program for beginning teachers, most that responded to our survey reported that they do not have policies in place for mentoring. We surveyed 197 districts and received 109 responses regarding mentoring. Sixty-seven of the 109 responses indicated that their districts did not have formal plans for beginning teachers to participate in a mentoring program. See Figure 6.

Figure 6: Responses on Mentoring Programs



Oregon statutes acknowledge the importance of mentoring for beginning teachers, but they do not require that school districts provide such a program. Therefore, individual school districts decide whether to offer a mentoring program for beginning teachers, and what that program includes.

In 2007, the Oregon Legislature directed the State Board of Education to establish the Beginning Teacher and Administrator Mentorship Program (also known as the Mentorship Program). The goal of the Mentorship Program is to provide support and services for beginning teachers and administrators that result in quality instruction and leadership, student achievement, and retention of new teachers.

Salem-Keizer Public Schools, for example, stated they have used the mentorship program funding to hire six current teachers to serve as full-time mentors, allowing those teachers to devote dedicated time and offer feedback to their beginning teachers. However, some school districts report they previously had a mentoring program, but discontinued it due to limited funding. Other school districts mentioned the difficulty of finding teachers to serve as mentors, and have instead looked to local retired teachers to provide support.

For districts that do offer a mentoring program, components vary and do not always align with leading practices. For example, some programs last for only one year, some are not mandatory, some do not have selection criteria for mentors, some do not have ongoing training or support for mentors, and some do not provide dedicated time for mentors to meet with their beginning teacher.

Professional learning opportunities vary among school districts

Professional learning components

Research suggests that beginning teachers should engage in meaningful, intensive, and ongoing professional learning and collaboration for improved teaching. This should focus on creating an environment for learning and professional growth, and allowing for collaboration among teachers to identify ways to improve student achievement.

Learning Forward, a nationally recognized non-profit association of educators, has developed widely accepted standards for professional learning. These standards outline the characteristics of effective professional learning in order to increase teacher effectiveness and student results. See Figure 7.

Figure 7: Learning Forward Standards for Professional Learning

Learning Communities	Professional learning occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
Leadership	Professional learning requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
Resources	Professional learning requires prioritizing, monitoring, and coordinating resources for teacher learning.
Data	Professional learning uses a variety of sources and types of student, teacher, and system data to plan, assess, and evaluate professional learning.
Learning Designs	Professional learning integrates theories, research, and models of human learning to achieve its intended outcomes.
Implementation	Professional learning applies research on change and sustains support for implementation of professional learning for long-term change.
Outcomes	Professional learning aligns its outcomes with teacher performance and student curriculum standards.

Oregon’s model core teaching standards acknowledge that professional learning is a cycle of continuous self-improvement and is enhanced by leadership, collegial support, and collaboration. Standards for professional learning, like those proposed by Learning Forward, help to ensure that time spent on professional growth is meaningful, and is focused on student achievement and professional growth.

In four states where students made significant gains in performance – Colorado, New Jersey, Missouri, and Vermont – teacher participation in professional development was high. Local school districts and school committees created and implemented professional development standards,

and monitored satisfaction levels with the professional development opportunities provided. Though each state's approach to professional development varied, all four states required mentoring programs for beginning teachers, and focused on teacher collaboration and continuous improvement in order to improve teacher capacity and student outcomes.

Professional learning opportunities in Oregon

While many schools districts in Oregon are dedicating time and resources to creating ongoing professional learning opportunities, other school districts still struggle to find the time to offer, much less plan for, professional learning.

Of the 100 survey responses we received regarding professional learning opportunities, 71 respondents reported they have embedded professional learning time into their school schedules. Many school districts also dedicate time each week for professional learning communities, allowing teachers to collaborate on curriculum, examine student performance data, create learning assessments, and share instructional practices. For example, the Bend-La Pine School District has rearranged their school calendar to dedicate one and a half hours each week for all teachers to meet together.

While the Learning Forward standards have been adopted by the State Board of Education and the Commission, many school districts still told us that they do not set aside time for professional learning. Some school district administrators do not think it is possible for them to do so. Budget cuts and furloughs have resulted in the loss of dedicated time for professional development, sometimes in order to preserve school contact days with students.

Superintendents stated that in addition to time for teacher collaboration, teachers learn best when they observe each other teach. Some school districts allow teachers to go on "learning walks" that involve watching colleagues teach in the classroom and observing their instructional strategies. Other school districts stated that while they would like to offer teachers the opportunity to observe other teachers, they might not have a sufficient number of substitute teachers to provide these opportunities.

School districts have made progress to meet new teacher evaluation requirements

New federal waiver and state requirements for teacher evaluations

Teacher evaluation systems are designed to support the professional growth of the individual teacher. Research suggests teacher evaluations should be based on a set of standards, such as Oregon's model core teaching standards, which outline what an effective teacher should know and demonstrate to help all students improve, grow, and learn. Research also suggests meaningful teacher evaluations should use multiple measures

to evaluate performance, which not only helps school districts measure teacher effectiveness, but also give teachers the direction and support needed to improve their practice.

In 2012, Oregon received a flexibility waiver from the U.S. Department of Education's Elementary and Secondary Education Act (ESEA). As part of the waiver, Oregon required all school districts to develop local teacher and administrator evaluation and support systems. A pilot for these systems is to be implemented in 2013-2014 school year, with full implementation required in the 2014-2015 school year.

In addition to the federal waiver requirements, the Oregon Legislature passed a bill requiring school districts to adopt core teaching standards and to develop or modify their evaluation systems to align with federal requirements. The state requirement for districts to develop their evaluation systems is set for July 2013, a year ahead of the federal implementation deadline.

As part of the federal waiver application, the Department helped develop guidelines for local evaluation and support systems. The state guidelines, known as the Oregon Framework for Teacher and Administrator Evaluation and Support Systems (Framework), outline the federal requirements for a teacher evaluation system, but allow school districts the flexibility in their local design and implementation.

Progress in meeting new teacher evaluation requirements

The required elements and criteria set forth in the Framework help ensure that teacher evaluation systems support student learning and the professional growth of teachers. Many school districts have already begun to align their teacher evaluation systems with the Framework requirements. As of July 2013, the Department had received assurances from most school districts that they have created an educator evaluation system in line with state requirements.

Challenges to providing professional development

Through interviews and our survey of more than 100 school district administrators, we identified three significant challenges to offering comprehensive professional development: lack of consistent funding, limited guidance from the Department on leading practices for professional development, and barriers posed by geographic location.

Many school district administrators acknowledged that they struggle to provide professional development given current resources and constraints; and struggle to find the time or funding to create a plan or strategy for how to provide professional development.

Lack of consistent funding

In response to our survey and interviews, many school district administrators cited the lack of funding as one of the main challenges to offering sufficient professional development. In Oregon, most school districts do not receive consistent funding for professional development from the state. Yet funding is often needed to hire mentors, pay for substitutes while teachers meet with mentors, observe teachers in the classroom, attend trainings, and assist with travel when professional development opportunities occur outside of the school district. With budget cuts, school district administrators said they have to weigh the need for professional development against other needs, such as hiring or retaining staff, and preserving school days.

There is some federal funding available to school districts for professional development. Through the U.S. Department of Education, grant funds are available to school districts to increase high quality teaching and support professional development for teachers. Many school districts that receive grant funds rely primarily on these funds to offer professional development. However, several administrators mentioned even with this funding source, they are challenged to find sufficient funding for professional development.

The Oregon Legislature has provided funding to improve mentoring, but it is not sufficient to serve all districts. Since the 2007-2009 biennium, the Legislature appropriated approximately \$5 million each biennium to the Mentorship Program, but the funding supports the participation of only some districts. For example, only 17 of 197 school districts participated in the Mentorship Program during the 2012-2013 school year. The recent establishment of The Network of Quality Teaching and Learning provides some additional funding for the beginning teacher and administrator Mentorship Program.

In order to offer a quality mentor program, school districts need sufficient funding. Currently, the Department estimates that providing a high quality mentor to support a beginning teacher costs a school district up to \$5,000 per teacher each year. School district administrators acknowledge that classroom observations and walkthroughs with a mentor have been shown to be effective as a learning tool. However, a school district must often pay for a substitute teacher when a beginning teacher or the mentor teacher is away from their class, something not every school district can afford.

Some school districts have used grant funding to redesign professional development for teachers. The Chalkboard Project's CLASS Project has provided grant funding to design a system focused on teacher effectiveness and, in some districts, to fund their mentoring program, professional learning, and/or teacher evaluation systems. Though funding is relatively small, one school district administrator stated that without the funding from Chalkboard, the school district would not have been able to even create a plan for professional development.

In 2009, the Oregon Legislature established the Oregon Educator Professional Development Commission to provide technical assistance to local school districts for creating professional development plans and to serve as a clearinghouse for best practice examples. While some educators were hopeful about the commission's work, the commission disbanded due to budget cuts.

Limited support and guidance from the Department

School district administrators throughout Oregon want more support from the Department in how they can offer professional development to teachers given their specific needs and resources. The Department's Office of Educational Improvement and Innovation aims to provide guidance and support to Oregon's districts and schools, but is almost entirely federally funded to administer and operate grants to local school districts. As such, it is focused primarily on compliance with federal requirements.

The Department does provide some guidance to school districts as it relates to specific grant funding. For example, through the Mentorship Program, the Department has offered training for mentor teachers in Oregon in line with the New Teacher Center standards. However, such training is required only for those few school districts receiving grant funding. Other school districts can participate in the training, but must fund the cost of travel themselves.

Other efforts within the Department provide guidance and training to school districts on specific issues, such as implementing common core state standards, providing special education services, or training teachers in the effective use of data to target instruction to the needs of individual students. However, Department administrators have expressed doubts about the Department's ability to provide sufficient support to school districts for professional development.

School district administrators stated that they would like support and guidance from the Department in the form of sharing how other school districts offer professional development opportunities. Further, 62 of 113 survey responses acknowledged that the Department has not provided them with guidance on how to offer professional development opportunities and, in some cases that the guidance that was provided was insufficient. See Figures 8 and 9.

Figure 8: Responses on Department Guidance on Professional Development

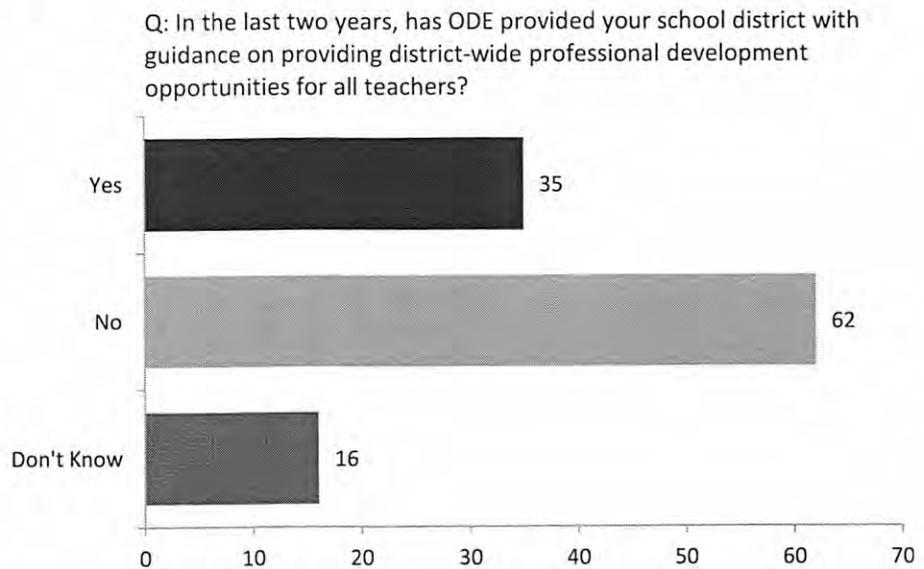
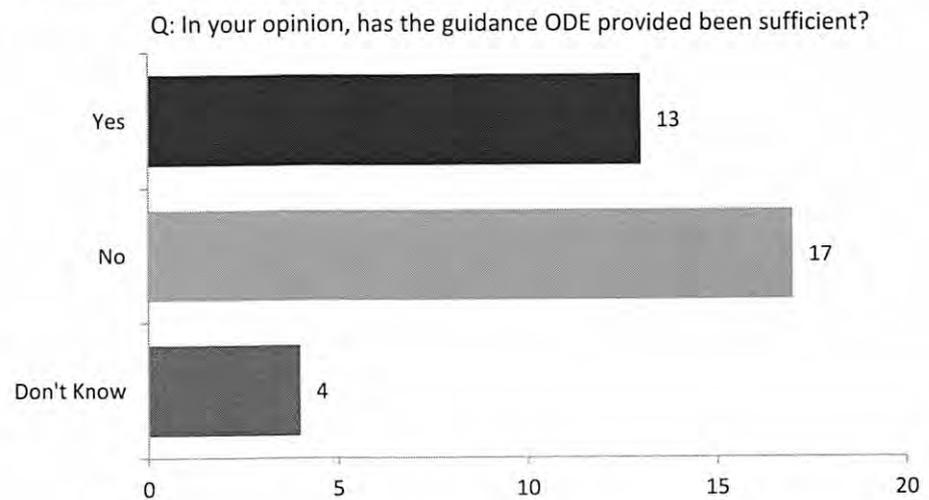


Figure 9: Responses on Department Guidance on Professional Development



The Department has offered guidance to some school districts in designing their teacher evaluation systems in response to the federal flexibility waiver from ESEA requirements, as well as state legislation. It has also provided templates and examples of successful district evaluation systems on its website. However, the guidance provided has not been timely or complete. Several school districts were previously unaware of the pending state deadline to create a local evaluation system and some districts did not meet the deadline. Department administrators said they have contacted those districts and are working with them to meet the state requirements for developing a local evaluation system.

Small and rural school districts

In rural areas of the state, school districts face additional barriers to offering training and workshops for professional development. For example, some school district administrators in southern and eastern Oregon describe difficulties finding local experts to provide training to teachers, or to serve as a mentor teacher. It is expensive for these districts to send teachers to other areas of the state, such as Salem or Portland, to receive training or observe another teacher in their subject or grade level, given travel costs and the cost of paying for a substitute while that teacher is away from the classroom. Additionally, some rural school districts report having trouble finding substitutes in their communities.

Some schools have only one teacher per subject per grade level, making it nearly impossible to form teacher collaboration teams around a common curriculum. Some school district administrators report they have difficulty providing a mentoring program for beginning teachers given the low number of teachers in their school district and the infrequency of beginning teachers.

Some administrators in rural Oregon spoke about creative ways they have encouraged mentoring, support and teacher collaboration. This includes school districts collaborating with nearby districts for training, workshops, and professional development. Other school district administrators stated they often rely on the training provided by their Education Service District to meet their professional development needs, given scarce resources.

Recommendation

We recommend the Oregon Education Investment Board:

- Work with the Oregon State Board of Education and the Oregon Department of Education to develop standards and guidelines for professional development school districts should provide to beginning K-12 teachers.
- Continue to work with the Oregon Legislature and individual school districts to address funding needs for professional development opportunities including securing consistent funding for:
 - districts to offer high quality mentoring for beginning teachers,
 - districts to develop sustainable long-term plans for identifying and offering needed professional development opportunities in line with federal, state, higher education, school district, and individual goals, and
 - more regional professional development opportunities for local school districts in geographically remote areas.

In addition, we recommend the Oregon Department of Education:

- Create a method for guiding and supporting local school districts to offer meaningful professional development aligned with Oregon’s Model Core Teaching Standards. Methods could include:
 - researching standards and best practices on mentoring, and professional learning opportunities,
 - sharing in-state models from local school districts in line with those standards, and
 - encouraging the alignment of federal, state, higher education, school district, and individual goals for professional development.
- Coordinate with local school districts to develop district-specific strategies that address the necessary elements of an effective professional development system while still meeting individual district’s needs.
- Continue to work with local school districts to help them create teacher evaluation systems that are in line with state and federal requirements and deadlines.

Objectives, Scope and Methodology

Our audit objective was to determine whether state or local actions could be taken to improve preparation and professional development for beginning K-12 teachers. Our work focused on actions that strengthen student teaching practices, increase confidence in Oregon teaching colleges and their graduates, and improve professional opportunities Oregon's school districts provide to K-12 teachers.

To address our audit objective, we interviewed administrators and staff from Oregon's school districts and public teaching colleges, the Oregon Department of Education, Oregon University System, Oregon Education Investment Board, Oregon Board of Education, and the Teacher Standards and Practices Commission. We also interviewed managers and staff from education stakeholder groups such as Confederation of School Administrators, Oregon School Board Association, Oregon Education Association, and Chalkboard Project. In addition, we researched leading practices regarding teacher preparation, performance indicators for teaching colleges, teacher licensing procedures, and professional development opportunities provided to K-12 teachers. We compared leading practices to practices in place in Oregon's public teaching colleges and school districts.

Further, we surveyed school district administrators a) to understand the diverse policies, guidelines, and practices that school districts across Oregon have regarding professional development and support for beginning teachers, b) to identify best practices as well as barriers that school districts face in providing professional development for beginning teachers and c) to understand concerns regarding the effectiveness of Oregon's public teaching colleges.

Through research and preliminary interviews with school district superintendents, we drafted survey questions in line with leading practices on professional development for beginning teachers possible barriers to offering professional development. We also included questions on the preparation provided by Oregon's public teaching colleges. We vetted the survey questions with representatives of Oregon Department of Education and three school districts.

We distributed an electronic survey to K-12 superintendents for Oregon's 197 school districts and received 116 responses on behalf of 90 of those districts. District respondents included superintendents, administrators of curriculum and instructional programs, Human Resources personnel, school principals and other knowledgeable district administrators and staff representing both urban and rural districts. We did not analyze the survey questions or the responses to those questions to identify survey bias or statistical significance.

We also utilized results from a 2012 survey the Department conducted to identify the progress school districts made in meeting the state and federal teacher evaluation requirements.

We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Response to the Oregon Secretary of State's Audit Report: Additional Efforts and Resources Needed to Improve Teacher Preparation and Professional Development

Dr. Nancy Golden, Interim Chief Education Officer

The Secretary of State's Audit Report entitled *Education: Additional Efforts and Resources Needed to Improve Teacher Preparation and Professional Development* focuses welcome attention on the resources needed to support strong preparation of future teachers. Several of the recommendations in the report closely mirror HB 3233, Oregon Education Investment Board's proposed legislation that passed during the 2013 legislative session creating a Network for Quality Teaching and Learning.

Strengthening Student Teaching

We agree with the importance of the Audit Report's first finding that calls for elevating the level of clinical experiences offered in the preparation of our new teachers and finding effective ways to better prepare, support and fund classroom teachers who serve as coaches for student teachers. That's why OEIB is partnering with Chalkboard to pilot innovative university/district clinical partnerships. The resulting best practices and supporting policies will be shared statewide to help expand high quality clinical experiences across all of the state's 19 teacher preparation programs.

OEIB is sensitive to the needs of Oregon's geographically diverse communities and is committed to addressing specific clinical experience needs unique to our rural communities. This will also entail a closer examination of best practices from teacher preparation pilots funded this biennium that can inform policy around consistent and equitable funding needed to sustain high quality clinical experiences.

Performance Indicators for Decision Making

The Audit Report rightly notes the lack of systematic and timely data on the effectiveness of graduates from our teacher preparation programs. The solution lies in close collaboration between multiple state agencies, teacher preparation programs and the district hiring offices. HB 3233 includes an initiatives to help institutions better track their graduates, support timely and systematic feedback loops from employers and graduates and also create regular documentation on educator workforce demographics as well as supply and demand within the profession. As part of this work OEIB is prepared to convene a work group involving TSPC, ODE, OSPA, and OACTE to develop a more effective way to communicate the results of performance indicators to potential students and to inform the preparation programs' continuous improvement efforts.



Stronger Teacher Licensing Requirements for Teacher Preparedness

As a result of rules passed in 2011 by the Oregon TSPC, all teacher preparation programs are now being asked to meet rigorous program standards that mirror national accreditation. We applaud the alignment of TSPC’s standards with Core Teaching Standards that also serve as the basis for the Oregon Framework for Teacher and Administrator Evaluation and Support Systems.

We acknowledge that Oregon has served as a national pioneer in the area of performance assessments documenting a student teacher’s ability to teach in ways that link to students’ learning. However, like Linda Darling Hammond, we believe that Oregon’s required Teacher Work Samples must be improved to offer more valid and reliable data to inform licensing and accreditation. As Dr. Darling Hammond noted in correspondence to Governor Kitzhaber:

Fortunately, efforts are already underway [in Oregon] to revise the TWS. Modest investments in assessment refinement, validation, scoring calibration, and integration into program approval and licensing could greatly improve teacher effectiveness through a tool that leverages ongoing system improvements.

That’s why HB 3233 includes funding to support development of a common evaluation rubric and statewide process featuring blind scoring of a stratified sample of candidate work samples to ensure fidelity and an independent evaluation of candidate performance. This initial funding provided by the Network will help defray the start up costs for a state system that can then be collectively sustained by the teacher preparation programs in Oregon. OEIB looks forward to working closely with TSPC to identify policy and supports that help Oregon’s teacher preparation programs adopt a more effective approach to instrument and implementation fidelity and to integrate either an observation tool or video component within the Teacher Work Sample.

Expand Professional Development and Support for Beginning Teachers

We recognize that high quality teacher preparation must be accompanied by support for newly hired teachers during their early career years. Working in partnership with both public and private partners, OEIB and ODE staff already have issued an RFP that in essence doubles the funding from the previous biennium to implement high quality mentoring programs for new teachers and principals. We look forward to reporting on the results of this investment on the support and retention of highly effective new teachers.

The Network for Quality Teaching and Learning resulting from HB 3233 creates a comprehensive system of support for educators and supports a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders. Using nationally recognized standards for professional development as guideposts, ODE

is beginning to issue RFPs and contracts that support districts' professional development needs including:

- Full implementation of an Educator Evaluation and Support System in every school district
- Access to instructional resources and embedded time for teachers to collaborate and share high leverage practices aligned with the common core and closing the achievement gap
- Alignment of the necessary elements of an effective professional development system that address individual district needs
- Expanded design and implementation of District Collaboration Grants in more districts that promote
 - Career pathways for teachers and administrators;
 - Evaluation processes for teachers and administrators;
 - Compensation models for teachers and administrators; and
 - Enhanced professional development opportunities for teachers and administrators.
- An interactive portal system that provides anywhere/anytime access to instructional resources and creates professional development networks that support educators' continued professional development

In summary, the timing of the Secretary of State's Audit Report follows on the heels of a strategic effort this year by legislators, K-20 institutions, professional associations, and non-profit foundations within Oregon to take state and local actions to improve preparation and professional development for beginning teachers of kindergarten through twelfth grade. It is heartening to see this level of attention focused on our educators from so many sectors, as we know that teachers represent the key to help us achieve Oregon's 40/40/20 goal. With support from the Oregon Education Investment Board and our partners, we are poised to make significant strides in all of the areas identified in the Secretary of State's Audit Report and ultimately to make a difference for Oregon's K-12 students.



Oregon
University
System

Office of the Chancellor
P.O. Box 751
Portland, OR 97207-0751
PHONE (503) 725-5700
FAX (503) 725-5709
www.ous.edu

August 15, 2013

Gary Blackmer
Oregon Audits Division
Public Service Building, Ste 500
Salem, OR 97301

Dear Mr. Blackmer:

The Oregon University System would like to extend our appreciation to the Secretary of State Audit Division for their detailed work and for highlighting the need to continually strengthen educator preparation in Oregon. We appreciate your balanced assessment of the public Educator Preparation programs in Oregon, pointing out strengths and progress while also noting areas for possible improvement. The recommendations hit upon significant points that have promise for improving teacher quality in the state, both new teachers and current professionals. These recommendations provide a basis for serious discussion about legislative and agency actions, including actions by school districts and teaching colleges. The recommendations are in line with the direction that the public Educator Preparation programs are moving, although some recommendations may be expensive or difficult to address. Below we comment on two areas, not specifically addressed to the Oregon University System, but that will impact Educator Preparation programs in OUS institutions: Performance Indicators and Teacher Work Samples/EdTPA. We end with a response to the recommendations directed to the Oregon University System.

Performance Indicators

We especially appreciate your balanced discussion of performance indicators, acknowledging both the strengths and the problems. Performance indicators are useful provided that they are of high enough quality that they reflect some reality that informs teacher preparation programs. Many contextual variables wash out teacher preparation effects very quickly that to link from, for example, student achievement scores back through to preparation programs, may be a bridge too far to provide useful information back to the teacher preparation programs. A caution to consider unintended outcomes; for instance, some performance indicator systems may inadvertently punish programs for preparing teachers to work in tough school settings. This is by no means meant to suggest that we do not believe in the potential benefits of using performance indicators; rather, we want to underscore that they are of the highest quality possible and constructed in ways to provide meaningful and usable data back to educator preparation programs.

The Oregon Associate of Colleges of Teacher Education (OACTE) recently released a Request for Proposals seeking an agency to manage a statewide employer satisfaction survey. The design will ensure that Educator Preparation Programs will be provided state averages and their own average for each item to be used for program improvement. This work is undertaken by both the public and private Schools and Colleges of Education.

Teacher Work Samples/EdTPA

We are grateful that in the report you acknowledge the good points of teacher work samples, the limitations, and the potential of the EdTPA. The report highlights the *independence* characteristic of the EdTPA; we believe that independence is not the most important criteria when evaluating teacher performance assessments. Rather, a valid and reliable assessment that is able to take into account the context in which the work is performed is as important as independence of scorer.

A strength of the teacher work sample process is the program improvement value obtained through scoring candidates performance assessments from your own programs. Programs learn enormous amounts about what candidates can and cannot do well. Further, ongoing supervisor observations of a candidate can provide a more rigorous and valid measure of student performance than a short video. A sub-group of OACTE, in partnership with TSPC, recently released a technical assistance RFP seeking help in strengthening the teacher work sample. We are committed to continuing work with our partners at TSPC to develop a valid and reliable teacher performance assessment system.

Important limitations of the edTPA that were not raised in the report include:

1. Independent evaluation necessarily takes substantial time to complete, and does not provide immediate or timely feedback to candidates like college supervisors can do.
2. High stakes independent evaluation means that the candidate has no opportunity to revise their work sample. Once it is submitted, it is a pass or fail situation. When a student fails, there is no timely recourse, which could result in serious career setbacks for candidates and grievance situations for colleges.
3. There are significant logistical difficulties involved with sharing digital work samples and videos with independent evaluators, including: obtaining sharing permissions, capturing high-enough quality video, video editing, uploading to external website.

Finally, emerging evidence from those experienced with the edTPA indicates that it transforms educator preparation programs into focusing on passing the test (Madeloni & Gorlewski, 2013). Evidence also indicates that edTPA standardizes teacher education. Among the results of this standardizing of a "value-free" approach is an undermining of a social justice approach to education (Au, 2013). Some OUS institutions pilot tested the edTPA and came away with concerns about its validity.

Recommendations Addressed to the Oregon University System

We recommend the Oregon Education Investment Board work with the Teacher Standards and Practices Commission, the Oregon University System, public teaching colleges, and public school districts to:

- continue implementing leading practices in partnerships between public teaching colleges and placement school districts,

OUS Response: We agree with this recommendation and we continue to study leading practices to strengthen partnerships between teaching colleges and placement school districts. Through our involvement in national associations specific to educator preparation, such as the American Association of Teacher Education (AACTE), and national associations that emphasize educator preparation, such as the State Higher Education Executive Organization (SHEEO) and the American Association of State Colleges and Universities (AASCU), we are always on the lookout for new practices to improve partnerships.

- continue to improve training, support, and incentives for coaching teachers,

OUS Response: We agree that coaching teachers are a key component of a high quality clinical experience. As the audit report highlights, OUS Schools and Colleges of Education can do more to provide comprehensive training and incentives for coaching teachers. Training and incentives come at a cost, however. It will be incumbent upon the OUS Schools and Colleges of Education to work together with the OEIB and the Oregon Department of Education to identify sources of consistent funding to support the training and incentives for coaching teachers.

- continue to strengthen partnerships between public teaching colleges and placement school districts that result in stronger clinical practices for candidates,

OUS Response: We agree and we will continue to strengthen partnerships between public teaching colleges and placement school districts. Three OUS Schools/Colleges of Education were recent recipients of Chalkboard TeachOregon awards, designed to bring together school districts and universities to strengthen teacher preparation. Again, we point out that it will be incumbent upon the OUS Schools and Colleges of Education to work together with the OEIB and the Department of Education to identify sources of consistent funding to support partnerships between school districts and universities.

- develop and implement strategies to address the challenges rural public teaching colleges and school districts face, and

OUS Response: We agree with this recommendation. During the 2013-2014 academic year we will work with the public teaching colleges at Eastern Oregon University and Southern Oregon University, the OEIB, the Department of Education, and TSPC to develop strategies to address the challenges faced by rural public teaching colleges and school districts. We anticipate beginning to implement strategies in the 2014-2015 academic year.

- document current costs and additional funding needed for public teaching colleges and partnering school districts to implement strategies that help strengthen student teaching.

OUS Response: We agree with this recommendation. The OUS Schools and Colleges of Education can document current costs for carrying out student teaching, in partnership with school districts. Further, the Schools and Colleges of Education can map out the additional funding needed to strengthen these partnerships. The Deans continue to work together to share information and best practices related to compensation and training for cooperating teachers and the support necessary to maintain and grow partnerships with school districts.

In closing, we thank you for all your Division's work and insights, which will be considered carefully as we work with OEIB, TSPC, and the Oregon Department of Education to strengthen educator preparation in the state of Oregon.

Sincerely,



Karen Marrongelle, Ph.D.
Interim Vice Chancellor for Academic Strategies
Oregon University System



Oregon

John A. Kitzhaber, MD, Governor

Teacher Standards and Practices Commission

250 Division St NE

Salem, OR 97301-1012

(503) 378-3586, (503) 378-4448 FAX

www.oregon.gov/TSPC

August 15, 2013

Sheronne Blasi
Audit Manager
Oregon Audits Division
255 Capitol Street NE, Suite 500
Salem OR 97310

RE: Educating and Supporting Beginning Teachers Audit Report

Dear Ms. Blasi:

It is the mission and responsibility of the Teachers Standards and Practices Commission to monitor the quality of Educator Preparation Programs (EPPs). This includes establishing standards for curriculum, clinical practices and accountability measures.

The Commission is committed to working with the Oregon Education Investment Board (OEIB), EPPs and districts partners on strengthening the clinical practice for pre-service teachers.

The Commission is committed to adopting a comprehensive, valid, reliable and fair teacher performance assessment designed to evaluate a pre-service teacher's readiness to teach. The assessment will also provide evidence guiding program renewal, strengthen accreditation and evaluation of program effectiveness, and serve as a requirement for program completion.

The Commission takes responsibility for development of statewide performance measures for EPPs and commits to providing regular reports to the OEIB.

Sincerely,

Victoria Chamberlain
Executive Director

About the Secretary of State Audits Division

The Oregon Constitution provides that the Secretary of State shall be, by virtue of her office, Auditor of Public Accounts. The Audits Division exists to carry out this duty. The division reports to the elected Secretary of State and is independent of the Executive, Legislative, and Judicial branches of Oregon government. The division audits all state officers, agencies, boards, and commissions and oversees audits and financial reporting for local governments.

Audit Team

William Garber, MPA, CGFM, Deputy Director

Sheronne Blasi, MPA, Audit Manager

Andrew Love, Principal Auditor

Erin Fifield, MPA, Staff Auditor

John Haney, MPA, Staff Auditor

This report, a public record, is intended to promote the best possible management of public resources. Copies may be obtained from:

internet: <http://www.sos.state.or.us/audits/index.html>

phone: 503-986-2255

mail: Oregon Audits Division
255 Capitol Street NE, Suite 500
Salem, OR 97310

The courtesies and cooperation extended by officials and employees of the Oregon University System, the Teacher Standards and Practices Commission, and the Oregon Department of Education during the course of this audit were commendable and sincerely appreciated.

OREGON DEPARTMENT OF EDUCATION



ROB S. SAXTON
Deputy Superintendent of Public Instruction

December 30, 2013

Gary Blackmer, Director
Secretary of State, Audits Division
255 Capitol Street N.E., Suite 500
Salem, Oregon 97310

Dear Mr. Blackmer:

This representation letter is provided in connection with your audit of the State of Oregon's financial statements as of and for the year ended June 30, 2013, and the related notes to the financial statements. The Department of Education (department) submits financial information to the Department of Administrative Services for the preparation of the State of Oregon's financial statements and related notes. The audit is being conducted for the purpose of expressing an opinion as to whether the financial statements present fairly, in all material respects, the financial position as of June 30 2013, the respective changes in financial position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in the light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement.

We confirm, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves, as of December 30, 2013:

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement dated June 11, 2013, for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.
2. We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
3. We acknowledge our responsibility for the design, implementation, and maintenance of internal controls to prevent and detect fraud.
4. Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.

OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 947-5600 • Fax (503) 378-5156 • www.ode.state.or.us

OREGON DEPARTMENT OF EDUCATION

Gary Blackmer, Director
 Secretary of State, Audits Division
 December 30, 2013
 Page 2

5. Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
6. No events have occurred subsequent to the balance sheet date and through the date of this letter that would require adjustment to or disclosure in the financial statements.
7. The effects of uncorrected financial statement misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. A list of the uncorrected misstatements is below.

Account Title	Amount	Type of Misstatement	Effect of the Uncorrected Misstatement (over/under)
Federal Revenue	1,249,812	Factual	Understated
Distribution to Community College Districts	71,721	Factual	Understated
Distributions to Local School Districts	1,178,091	Factual	Understated

8. The effects of all known actual or possible litigation and claims have been accounted for and disclosed in accordance with U.S. GAAP.
9. We have provided you with:
 - (a) Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
 - (b) Additional information that you have requested from us for the purpose of the audit.
 - (c) Unrestricted access to persons within the entity from whom you determined it necessary to obtain evidence.
10. All transactions have been recorded in the accounting records and are reflected in the financial statements and the schedule of expenditures of federal awards.
11. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
12. We have no knowledge of any fraud or suspected fraud that affects the agency and involves:
 - (a) Management;
 - (b) Employees who have significant roles in internal control; or
 - (c) Others when the fraud could have a material effect on the financial statements.

Gary Blackmer, Director
Secretary of State, Audits Division
December 30, 2013
Page 3

13. We have no knowledge of any allegations of fraud, or suspected fraud, affecting the agency's financial statements communicated by employees, former employees, analysts, regulators, or others.
14. We have no knowledge of any instances of noncompliance or suspected noncompliance with laws, regulations, provisions of contracts and grant agreements whose effects should be considered when preparing financial statements.
15. We are not aware of any pending or threatened litigation and claims whose effects should be considered when preparing the financial statements.
16. We have disclosed to you the identity of the department's related parties and all related party relationships and transactions of which we are aware.
17. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us, including tax or debt limits and debt contracts; and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts, or other financial data significant to the audit objectives.
18. There are no violations or possible violations of laws and regulations, provisions of contracts and grant agreements, debt limits, and any related debt covenants whose effects should be considered for disclosure in the financial statements, or as a basis for recording a loss contingency, or for reporting on noncompliance.
19. Provisions for uncollectible receivables have been properly identified and recorded.
20. Capital assets, including infrastructure and intangible assets, are properly capitalized, reported, and, if applicable, depreciated.
21. Capital assets have been evaluated for impairment as a result of significant and unexpected decline in service utility. Impairment loss and insurance recoveries have been properly recorded.
22. The department has satisfactory title to all owned assets, and there are no unrecorded liens or encumbrances on such assets nor has any asset been pledged as collateral.
23. The department has no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or equity.
24. Interfund, internal, and intra-entity activity and balances have been appropriately classified and reported.

OREGON DEPARTMENT OF EDUCATION

Gary Blackmer, Director
Secretary of State, Audits Division
December 30, 2013
Page 4

25. Components of fund balance (nonspendable and restricted, committed, assigned and unassigned) are properly classified.



Rob Saxton, Deputy Superintendent



Sue MacGlashan, Asst. Superintendent OFA

OREGON DEPARTMENT OF EDUCATION

Office of the Secretary of State

Kate Brown
Secretary of State



Audits Division

Gary Blackmer
Director

255 Capitol St. NE, Suite 500
Salem, OR 97310

(503) 986-2255
fax (503) 378-6767

February 3, 2014

Rob Saxton, Deputy Superintendent
Department of Education
255 Capitol St. NE, Suite 200
Salem, OR 97310

Dear Mr. Saxton:

We have completed audit work of selected financial accounts at your department for the year ended June 30, 2013. This audit work was not a comprehensive financial audit of the department, but was performed as part of our annual audit of the State of Oregon's financial statements. We audited accounts that we determined to be material to the State of Oregon's financial statements.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements of the State of Oregon as of and for the year ended June 30, 2013, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, we considered the department's internal control over financial reporting as a basis for designing auditing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements of the State of Oregon, but not for the purpose of expressing an opinion on the effectiveness of the department's internal control. Accordingly, we do not express an opinion on the effectiveness of the department's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit the attention of those charged with governance.

Our consideration of internal control was for the limited purpose described above and was not designed to identify all deficiencies in internal control that might be *material weaknesses or significant deficiencies*, and therefore, *material weaknesses or significant deficiencies* may exist that have not been identified. However, as discussed below, we identified a deficiency in internal control that we consider to be a *significant deficiency*.

Management Letter No. 581-2014-02-01

Rob Saxton, Deputy Superintendent
Department of Education
Page 2

Significant Deficiency

Review Accrual Processes

According to the Oregon Accounting Manual, and in compliance with generally accepted accounting principles, expenditures are subject to accrual if they are expected to be paid within 90 days after fiscal year-end. Additionally, revenues received within 90 days of fiscal year-end for expenditures that occurred during the fiscal year should be recognized in the year in which the expenditures occurred.

The Department has a process at year-end to identify and accrue revenue and expenditures in the proper period. Part of the process includes preparing, for select expenditures, a post-close adjustment for reimbursement requests received from school districts after the close of the fiscal year-end. The department may also update the prior year post close amount as part of this process based on availability of additional information. During our review of the department's process for multiple accounts, we identified the following:

- The department does not evaluate and prepare a post close adjustment for all of its significant expenditure accounts. As a result, in the General Fund, the department did not accrue \$5.2 million of distributions to local school districts.
- Subsequent to audit, the department updated a fiscal year 2012 post close entry for a distribution to local school districts account in the Education Support Fund. The department's update caused the fiscal year 2013 account to be understated \$1.2 million.

Additionally, based on a prior year audit recommendation, the department made adjustments in fiscal year 2013 to ensure federal revenue accruals at the grant level would be correct. When making the adjustments, the department did not make the related adjustment to accounts receivable. As a result, accounts receivable was overstated \$40 million in the Education Support Fund.

We recommend department management review the accrual process and incorporate assessments of all significant accounts when determining whether post-close adjustments should be made to record transactions in the correct period. We also recommend the department not update the prior year post close adjustment unless it was determined to be materially incorrect. Finally, we also recommend management ensure its accrual process includes appropriate adjustments to accounts receivable to ensure the balance is correct in the next fiscal year.

The above significant deficiency, along with your response, will be included in our Statewide Single Audit Report for the fiscal year ended June 30, 2013. Please prepare a response to the finding and include the following information as part of your corrective action plan:

- 1) Your agreement or disagreement with the finding. If you do not agree with the audit finding or believe corrective action is not required, include in your response an explanation and specific reasons for your position.
- 2) The corrective action planned.
- 3) The anticipated completion date.
- 4) The name of the contact person responsible for corrective action.

Please respond by February 11, 2014.

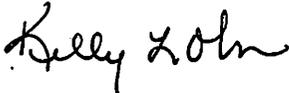
OREGON DEPARTMENT OF EDUCATION

Rob Saxton, Deputy Superintendent
Department of Education
Page 3

The purpose of this letter is solely to describe the scope of our testing of internal control and the result of that testing, and not to provide an opinion on the effectiveness of the department's internal control. This communication is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the department's internal control. Accordingly, this letter is not suitable for any other purpose.

We appreciate your staff's assistance and cooperation during this audit. Should you have any questions, please contact Michelle Searfus or me at (503) 986-2255.

Sincerely,
OREGON AUDITS DIVISION



Kelly L. Olson, CPA
Audit Manager

KLO:MNS:jas

cc: Susan MacGlashan, Assistant Superintendent, Office of Finance and Administration
Tomas Flores, Financial Services Director
Jim Scott, Internal Auditor
Samuel Henry, Chair, Oregon State Board of Education
Michael J. Jordan, Director, Department of Administrative Services



Oregon Department of Education

John A. Kitzhaber, MD, Governor

Office of the Deputy Superintendent

255 Capitol St NE

Salem, OR 97310

Voice: 503-947-5600

Fax: 503-378-5156

March 17, 2014

Gary Blackmer, Director
Oregon Audits Division
255 Capitol Street N.E., Suite 500
Salem, OR 97310

Dear Mr. Blackmer:

We are providing this letter in connection with your audit, for the fiscal year ended June 30, 2013, of the Department of Education's (department) compliance with requirements that could have a material effect on the following major federal financial assistance programs:

<u>CFDA#</u>	<u>TITLE</u>
10.553	School Breakfast Program (SBP)
10.555	National School Lunch Program (NSLP)
10.556	Special Milk Program for Children (SMPC)
10.558	Child & Adult Care Food Program (CACFP)
10.559	Summer Food Service Program for Children (SFSPC)

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of information that, in the light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement.

We confirm, as of March 17, 2014, the following representations made to you during your audit:

1. We are responsible for understanding and complying, and have complied with the requirements of the *U.S. Office of Management and Budget (OMB) Circular A-133*, including amendments through the American Recovery and Reinvestment Act of 2009, as applicable.
2. We are responsible for understanding and complying with the requirements of laws, regulations, and the provisions of contracts and grant agreements related to each of our federal programs.

Gary Blackmer, Director
Secretary of State, Audits Division
Page 2

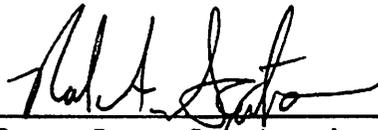
3. We are responsible for establishing and maintaining, and have established and maintained, effective internal controls over compliance for federal programs that provide reasonable assurance that we are managing federal awards in compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a material effect on our federal programs.
4. We have identified and disclosed to you the requirements of laws, regulations, and the provisions of contract and grant agreements that are considered to have a direct and material effect on each major program.
5. We have made available all contracts and grants agreements (including amendments, if any) and any other correspondence relevant to federal programs and related activities that have taken place with federal agencies or pass-through entities.
6. We have identified and disclosed to you all amounts questioned and all known noncompliance with the direct and material compliance requirements of federal awards.
7. We believe we have complied with the direct and material compliance requirements except for noncompliance which has been disclosed to you.
8. We have made available to you all documentation related to compliance with applicable compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
9. Our interpretations of any compliance requirements that have varying interpretations have been provided.
10. We have provided you with all communications with grantors and pass-through entities concerning possible noncompliance with applicable compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.
11. We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the audit period covered by the compliance audit to the date of the auditor's report.

Gary Blackmer, Director
Secretary of State, Audits Division
Page 3

12. We are responsible for taking corrective action on audit findings and have provided DAS with the information necessary to accurately prepare the summary schedule of prior audit findings in accordance with Circular A-133. We have followed up and taken corrective action on audit findings.
13. We have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.
14. We have disclosed the nature of any subsequent events that provide additional evidence with respect to conditions that existed at the end of the reporting period that affect noncompliance during the reporting period.
15. There are no known instances of noncompliance with applicable compliance requirements subsequent to the period covered by the auditor's report.
16. We have disclosed whether any changes in internal control over compliance or other factors that might significantly affect internal control, including any corrective action taken by management with regard to reportable conditions (including material weaknesses), have occurred subsequent to the date as of which compliance is audited.
17. Federal financial reports and claims for advances and reimbursements are supported by our books and records, the input from which the statewide financial statements are prepared.
18. Federal program financial reports provided to you are true copies of the reports submitted, or electronically transmitted, to the federal agency or pass-through entity, as applicable.
19. We have monitored subrecipients to determine that they have expended pass-through financial assistance in accordance with applicable laws and regulations and have met the requirements of Circular A-133.
20. We have issued management decisions on a timely basis after receipt of subrecipients' auditor's reports that identified non-compliance with federal laws, regulations, or the provisions of contracts or grant agreements, and ensure that subrecipients have taken the appropriate and timely corrective action on findings.
21. We have considered the results of subrecipient audits and have made any necessary adjustments to our books and records.
22. We have charged costs to federal awards in accordance with applicable cost principles.

Gary Blackmer, Director
Secretary of State, Audits Division
Page 4

23. We acknowledge our responsibility for the design, implementation, and maintenance of internal controls to prevent and detect fraud.
24. We have no knowledge of any fraud or suspected fraud affecting the entity involving (a) management, (b) employees who have significant roles in internal control, or (c) others where the fraud could result in material noncompliance.
25. We have no knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, analysts, regulators or others.
26. We have identified and submitted to the Department of Administrative Services (DAS) all expenditures of assistance provided by federal agencies as stated below for inclusion in the statewide schedule of expenditures of federal awards (SEFA) in accordance with Circular A-133, the American Recovery and Reinvestment Act of 2009, and DAS requirements as stated in the *Oregon Accounting Manual* and the *Year End Closing Manual*. We have included expenditures made during the period being audited for all awards provided by federal agencies in the form of grants, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other assistance.
27. We have received no requests from a federal agency to audit one or more specific programs as a major program.



Rob Saxton, Deputy Superintendent of Public Instruction



Sue MacGlashan, Assistant Superintendent of the
Office of Finance and Administration

OREGON DEPARTMENT OF EDUCATION

Office of the Secretary of State

Kate Brown
Secretary of State

Robert Taylor
Deputy Secretary of State



Audits Division

Gary Blackmer
Director

255 Capitol St. NE, Suite 500
Salem, OR 97310

(503) 986-2255
fax (503) 378-6767

March 21, 2014

Rob Saxton, Deputy Superintendent
Oregon Department of Education
255 Capitol Street NE, Suite 200
Salem, Oregon 97310-0203

Dear Mr. Saxton:

We have completed audit work of the following federal programs at the Oregon Department of Education (department) for the year ended June 30, 2013.

<u>CFDA Number</u>	<u>Program Name</u>	<u>Audit Amount</u>
10.558	Child & Adult Care Food Program (CACFP)	\$ 32,767,333
<u>Child Nutrition Cluster (CNC)</u>		
10.553	School Breakfast Program (SBP)	\$ 32,861,934
10.555	National School Lunch Program (NSLP)	108,489,569
10.556	Special Milk Program for Children (SMPC)	111,623
10.559	Summer Food Service Program for Children (SFSPC)	6,083,571

This audit work was not a comprehensive audit of your federal programs. We performed this federal compliance audit as part of our annual Statewide Single Audit. The Single Audit is a very specific and discrete set of tests to determine compliance with federal funding requirements, and does not conclude on general efficiency, effectiveness, or state-specific compliance issues. The Office of Management and Budget (OMB) Circular A-133 identifies internal control and compliance requirements for federal programs. Auditors review and test internal controls for all federal programs selected for audit and perform specific audit procedures only for those compliance requirements that are direct and material to the federal program under audit. For the year ended June 30, 2013, we determined whether the department substantially complied with the following compliance requirements relevant to the federal programs.

Compliance Requirement	General Summary of Audit Procedures Performed	Federal Program
Activities Allowed or Unallowed	Determined whether federal monies were expended only for allowable activities.	CNC, CACFP
Allowable Costs/Cost Principles	Determined whether charges to federal	CNC, CACFP

OREGON DEPARTMENT OF EDUCATION

Rob Saxton, Deputy Superintendent

Oregon Department of Education

Page 2

Compliance Requirement	General Summary of Audit Procedures Performed	Federal Program
	awards were for allowable costs.	
Cash Management	Confirmed program costs were paid for before federal reimbursement was requested, or federal cash drawn was for an immediate need.	CNC, CACFP
Eligibility	Determined whether only eligible sponsors receive assistance under federal programs.	CACFP
Matching, Level of Effort, Earmarking	Determined whether the minimum amount of matching funds was provided.	CNC
Reporting	Verified the department submitted financial and special reports to the federal government in accordance with the grant agreement and that those financial reports were supported by the accounting records.	CNC, CACFP
Subrecipient Monitoring	Determined whether the pass-through entity monitored subrecipient activities to provide reasonable assurance that the subrecipient administers federal awards in compliance with federal requirements.	CNC, CACFP
Special Tests and Provisions	Determined whether the department complied with the additional federal requirements identified by the OMB.	CNC

Department management is responsible for establishing and maintaining effective internal control over compliance with program requirements. In planning and performing our audit, we considered the department's internal control over compliance with requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the department's compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the department's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over

Rob Saxton, Deputy Superintendent
 Oregon Department of Education
 Page 3

compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, we identified certain deficiencies in internal control over compliance, as described below, that we consider to be significant deficiencies.

Significant Deficiencies

FNS-777 Report - Not Reporting All Activity in the Period

Federal Awarding Agency:	United States Department of Agriculture
Program Title and CFDA Number:	School Breakfast Program (SBP), CFDA 10.553 National School Lunch Program (NSLP), CFDA 10.555 Special Milk Program for Children (SMPC), CFDA 10.556 Summer Food Service Program for Children (SFSPC), CFDA 10.559 Child and Adult Care Food Program (CACFP), CFDA 10.558
Federal Award Number and Year:	7OR3000R3, 2013
Compliance Requirement:	Reporting
Type of Finding:	Significant Deficiency, Noncompliance

Federal guidelines require the department to use the FNS-777 form to report certain financial information related to the Child Nutrition Program Cluster and the Child and Adult Care Food program. Key items include total expenditures in excess of federal draws (unliquidated obligations) and the federal share of those obligations. Our review of the FNS-777 report for the period ending June 30, 2013, identified the following errors:

- Line 10h of the report did not include the unliquidated obligations, resulting in the following under-reported total expenditures:
 - NSLP \$3,632,519
 - CACFP 523,687
 - SBP 1,206,101
 - SFSPC 374,254
 - SMPC 2,190
- Line 10j of the report is used for reporting the federal share of the unliquidated obligations from line 10h; however, on the June 30, 2013, report no amounts were reported on this line.

Department management did not ensure the report was prepared in accordance with program requirements.

OREGON DEPARTMENT OF EDUCATION

Rob Saxton, Deputy Superintendent

Oregon Department of Education

Page 4

We recommend department management strengthen existing controls to ensure federal FNS-777 reports are prepared in accordance with federal guidelines; specifically, ensuring the reports include all expenditures of the reporting period.

Claims Paid Outside the Allowed Claim Window

Federal Awarding Agency:	United States Department of Agriculture
Program Title and CFDA Number:	National School Lunch Program (NSLP), CFDA 10.555 Child and Adult Care Food Program (CACFP), CFDA 10.558
Federal Award Number and Year:	7OR300OR3, 2013 7OR300OR3, 2012
Compliance Requirement:	Allowable Costs
Type of Finding:	Significant Deficiency, Noncompliance
Questioned Costs:	\$230,802

Federal regulations require sponsors participating in the Child Nutrition Program to claim reimbursement for meals to children within a specified timeframe of 60 days following the last day of the full month covered in the claim. Generally, late claims are not to be paid with federal program funds unless authorized by the federal Food and Nutrition Service office.

During fiscal year 2013, department management implemented a manual process to identify late claims processed in error by its online application. While implementing and refining the identification process, a number of late claims were missed and subsequently paid, resulting in the following overpayments:

- NSLP- Eight sponsors overpaid by approximately \$230,090
- CACFP- One sponsor overpaid by approximately \$712

We recommend department management strengthen its controls and ensure compliance with submission timeframe requirements of the program. We also recommend management work with the federal agency to resolve the overpayments.

Prior Year Finding(s)

In the prior fiscal year, we reported a material weakness related to the department's payment of late claims in a letter dated March 11, 2013. This finding can also be found in the Statewide Single Audit Report for the fiscal year ended June 30, 2012; see Secretary of State audit report number 2013-07, finding number 12-08. During fiscal year 2013, the department partially corrected the finding by running a weekly query prior to paying submitted claims. The query is designed to identify claims submitted after the due date; department staff then removes the payment authorization for the late claims. This finding will be reported in the Statewide Single Audit Report for the fiscal year ended June 30, 2013, with a status of partial corrective action.

We also reported a material weakness, in the prior fiscal year, related to the department's under-reporting of program expenditures and advances on its FNS-777 reports in a letter dated March 11, 2013. This finding can also be found in the Statewide Single Audit Report for the fiscal year ended June 30, 2012; see Secretary of State audit report number 2013-07, finding number 12-09. During fiscal year 2013, the department partially corrected the finding by ensuring advances were reported. However, testing found that program expenditures continued to be under-reported. This

OREGON DEPARTMENT OF EDUCATION

Rob Saxton, Deputy Superintendent
Oregon Department of Education
Page 5

finding will be reported in the Statewide Single Audit Report for the fiscal year ended June 30, 2013, with a status of partial corrective action.

The significant deficiencies along with your responses will be included in our Statewide Single Audit Report for the fiscal year ended June 30, 2013. Including your responses satisfies the federal requirement that management prepare a Corrective Action Plan covering all reported audit findings. Satisfying the federal requirement in this manner, however, can only be accomplished if the response to each significant deficiency includes the information specified by the federal requirement, and only if the responses are received in time to be included in the audit report. The following information is required for each response:

- 1) Your agreement or disagreement with the finding. If you do not agree with an audit finding or believe corrective action is not required, include in your response an explanation and specific reasons for your position.
- 2) The corrective action planned.
- 3) The anticipated completion date.
- 4) The name(s) of the contact person(s) responsible for corrective action.

Please respond by Wednesday, March 26, 2014.

The purpose of this communication is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

We appreciate your staff's assistance and cooperation during this audit. Should you have any questions, please contact Alan Bell or me at (503) 986-2255.

Sincerely,
OREGON AUDITS DIVISION



V. Dale Bond, CPA, CFE, CISA
Audit Manager

cc: Susan MacGlashan, Assistant Superintendent
Sarah Drinkwater, Assistant Superintendent
Joyce Dougherty, Child Nutrition Program Director
Lynne Reinoso, Community Nutrition Programs Manager
Heidi Dupuis, School Nutrition Programs Manager
Tomas Flores, Financial Services Director
Dr. Samuel Henry, Chair, Oregon State Board of Education
Michael J. Jordan, Director, Department of Administrative Services



Oregon Department of Education

John A. Kitzhaber, MD, Governor

Office of the Deputy Superintendent

255 Capitol St NE

Salem, OR 97310

Voice: 503-947-5600

Fax: 503-378-5156

March 28, 2014

Gary Blackmer, Director
Oregon Audits Division
255 Capitol Street NE, Suite 500
Salem, Oregon 97310

Dear Mr. Blackmer:

This letter is in response to a letter dated March 21, 2014 from the Oregon Audits Division (OAD) to Deputy Superintendent Saxton, wherein the OAD noted two significant deficiencies in the internal controls related to child nutrition programs that require a response to be included in the Statewide Single Audit Report for the Fiscal Year Ended June 30, 2013.

The OAD's letter specified four elements that should be included in our response (the department's agreement or disagreement with the finding, the corrective action planned, the anticipated completion date, and the name(s) of the contact person(s) responsible for the corrective action). Following is our response:

FNS-777 Report – Not Reporting All Activity in the Period

We agree with the finding. The department did not properly report the total expenditures on the FNS-777 form for the Child Nutrition Program (CNP) cluster and the Child and Adult Care Food program. We reported only expenditures equal to the amount of federal funds drawn down as of the reporting date.

We have updated our reporting procedures to reflect a complete accounting of all expenditures and outstanding obligations on the FNS-777 for the period reported. We have provided additional training to the staff responsible for reporting the FNS-777 expenditures. The process has been updated to accurately reflect expenditures in excess of federal draws.

Contact person: Tomás Flores, Director of Financial Services

Claims Paid Outside the Allowed Claim Window

We agree with the finding. Program managers worked with all sponsors affected by the overpayment of claims and all were eligible for one-time exceptions for the late claims. All submitted acceptable corrective actions and the affected claims were reprocessed as one-time exceptions; therefore, there was no resulting overpayment.



Auditors were notified of the actions taken prior to audit closure; however, the report does not acknowledge that ODE remediated the issues during the audit.

The department has updated the process for reviewing claims to ensure that claims are paid within the allowed claim window, based on Secretary of State's recommendations. The department will run a query on approved claims to identify claims outside of the claim window; investigate the reason for approval; process if eligible for payment; and take claims out of payment queue if not eligible for payment or one time exception. CNP managers will approve out-of-date claims that are eligible for payment and put a comment on the claim in activity log of CNPweb.

Contact person: Joyce Dougherty, Director of Child Nutrition Programs

Sincerely,

Sue MacGlashan, CPA, CGFM
Assistant Superintendent
Office of Finance and Administration
(503) 947-5658

Cc: V. Dale Bond, Audit Manager
Rob Saxton, Deputy Superintendent of Public Instruction
Samuel Henry, Chair, Board of Education
Tomás Flores, Director of Financial Services
Sarah Drinkwater, Assistant Superintendent
Joyce Dougherty, Child Nutrition Program Director
Lynne Reinoso, Community Nutrition Programs Manager
Michael J. Jordan, Director, Department of Administration Services



Secretary of State Audit Report

Kate Brown, Secretary of State

Gary Blackmer, Director, Audits Division

Oregon Department of Education: Efforts to Close Achievement Gaps

Summary

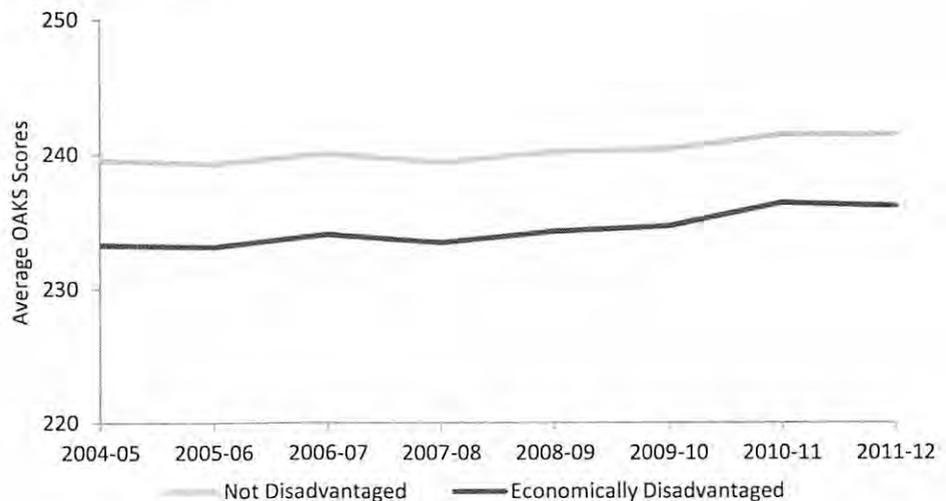
Oregon has significant achievement gaps

Our audit found significant achievement gaps for economically disadvantaged, Hispanic, black, and Native American 8th grade students in the 2011-12 school year. We compared test scores for these student groups to the test scores of reference groups of other students. The difference in test scores between two groups is the achievement gap.

An achievement gap for a specific group indicates they are falling behind in learning. According to research, a five-point gap in test scores as measured by the Oregon Assessment of Knowledge and Skills (OAKS) test is equal to one year of learning.

By that measure, Hispanic, black, and Native American 8th graders were at least one year behind in math and reading, having scored on average at least five points lower on the OAKS math and reading tests than other students. Economically disadvantaged 8th graders were one year behind in math, having scored on average at least five points lower on the OAKS math test than non-disadvantaged students (see Figure 1).

Figure 1: 8th Grade Math Economically Disadvantaged Achievement Gap, 2004-05 to 2011-12



Moreover, achievement gaps are larger when minority and economically disadvantaged status are considered together.

Further, we found no improvement for most statewide achievement gaps for 8th grade students from 2004-05 to 2011-12. Only one-third of the schools surveyed were closing the achievement gap in at least one subject. The audit did not identify any schools that were closing all achievement gaps. For a list of the schools we analyzed, see Appendix A.

There are significant social and economic consequences for achievement gaps among the low performing groups. For example, lower achieving students are less likely to graduate from high school, and Oregonians without a high school diploma are more likely to be unemployed, receive public assistance, or be incarcerated at some point in their lifetime.

Achievement gaps among minority and economically disadvantaged students also limit Oregon's ability to meet its education outcome goals. These "40-40-20" goals include 100% high school graduation or equivalent by 2025 with at least 40% of Oregonians earning a community college associate's degree or post-secondary credential and at least 40% earning a bachelor's degree or higher.

Schools that are closing achievement gaps have common practices

We visited some of the middle schools that were closing achievement gaps. Principals and staff from these schools told us about practices they thought contributed to closing their achievement gaps. These practices fell into five key themes:

- **Safe and positive school environment** – Creating a safe and positive school environment was a top priority for these schools, which had well-developed processes for creating respectful learning environments.
- **High expectations and high support** – We observed clearly articulated expectations for student improvement and behavior coupled with support to help all students learn.
- **Teacher collaboration** – Teachers spoke highly of working together to improve instruction and better support students, and they expressed the desire for more time designated for collaboration.
- **Data-informed instruction** – Schools used data extensively for improving instruction, placing students in level appropriate classes, and monitoring student achievement and growth.
- **Strong leadership** – Principals took strong leadership roles, which directly supported effective school practices.

Recommendations

The Oregon Department of Education has made educational equity and closing achievement gaps a priority. For example, the Department is making progress by creating an Education Equity unit and a new report card rating system of schools that considers the achievement gap. However, to better measure success at closing the achievement gap, we recommend using a measurement that highlights the gap as a numerical difference in achievement or other measurement of gap size. Understanding how large achievement gaps are and whether the state is making progress in closing them could assist the Department in determining whether efforts to close the gaps are working, or whether new strategies should be explored.

To help ensure success in meeting its goals for closing achievement gaps, we recommend the Department:

- Develop, analyze, and report an achievement gap measure statewide and at the school level for one or more grade levels. Consider using a gap measure that incorporates the difference in average scores.
- Regularly re-measure achievement gaps, and evaluate and report on the state's progress in closing any achievement gaps.
- Continue with efforts to identify effective school practices linked to achievement gap closing schools, and regularly disseminate this information to school teachers and administrators across the state.
- Provide technical support to schools and school districts to assist them in implementing effective school practices.

Background

Oregon education system

Oregon’s PreK-12 education system

The Oregon public school system includes early learning through grade 12 (PreK-12). Oregon has 197 school districts comprised of approximately 1,400 elementary and secondary schools serving more than 567,000 students.

The State Board of Education sets educational policies and standards for Oregon’s public schools and oversees the Oregon Department of Education (Department).

In part, the Department is responsible for ensuring school districts comply with state and federal rules and laws. It also holds school districts accountable through regular reporting of student performance.

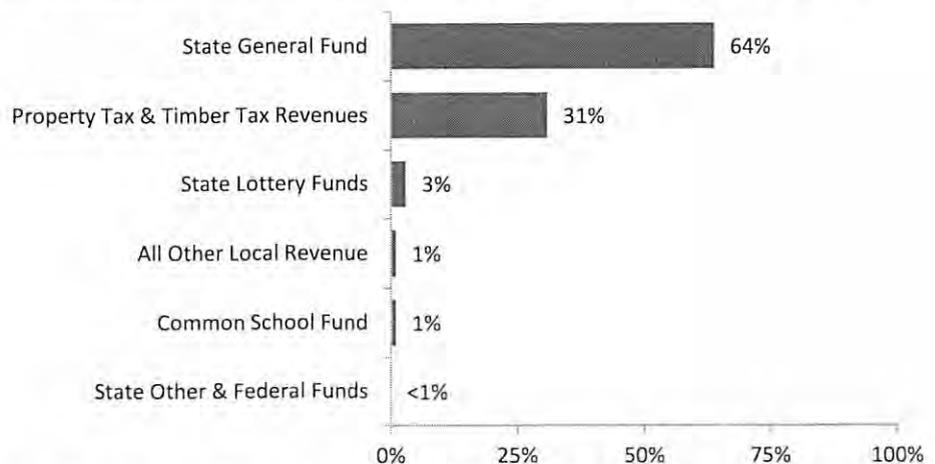
The Department’s mission is to foster excellence for every learner through innovation, collaboration, leadership, and service to its education partners.

Besides ensuring compliance and accountability, the Department would like to provide more assistance to its partners focused on improving results, including closing achievement gaps. For example, the Department recently created a new Equity Unit responsible for activities and assistance related to closing achievement gaps, migrant education, civil rights, and English Language Learners support and monitoring.

PreK-12 education funding

Schools are funded mainly by the State General Fund and local property and timber tax revenue. Additional state funds come from the State Lottery, and a small amount from other sources (see Figure 2).

Figure 2: State School Fund Resources, 2013-15 Legislatively Adopted Budget

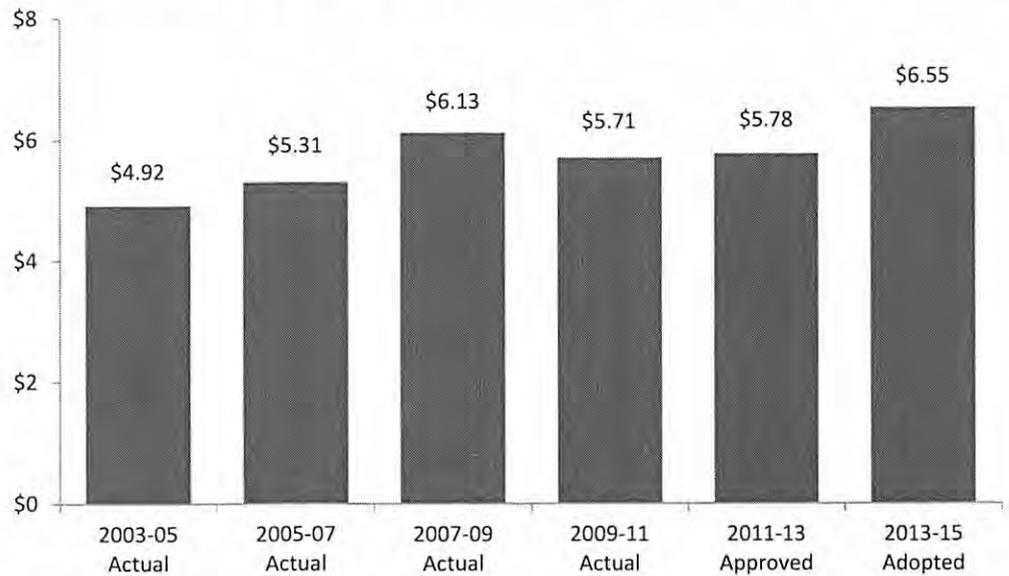


Source: LFO Analysis of 2013-15 Legislatively Adopted Budget

In recent years, state funding for schools has not kept pace with the rate of inflation. Thus, school districts have fewer resources available to address rising costs. As a result, they have reduced administrative and teaching staff, frozen pay, cut professional development, closed schools, and/or cut school days.

However, for the 2013-15 biennium, the Legislature increased state school funding by \$774 million to \$6.55 billion. This was the largest increase since the 2007-09 budget, when education funding was increased by \$824 million from the previous biennium (see Figure 3).

Figure 3: State School Fund Resources by Biennium (in Billions of Dollars)



Source: LFO Analysis of 2013-15 Legislatively Adopted Budget

Key education reform legislation

In recent years, Oregon has experienced significant changes to its education system and leadership. These efforts were framed around establishing an integrated and outcomes-based system of public education.

The Oregon Legislature set a goal of 100% high school graduation or equivalent by 2025. In addition, the Legislature set targets of at least 40% of Oregonians earning a community college associate’s degree or post-secondary credential and at least 40% earning a bachelor’s degree or higher. This goal is also known as “40-40-20.”

The Legislature also passed a bill calling for the creation of a unified system of public education from preschool through graduate school. To implement and support these changes, the Legislature established the Oregon Education Investment Board (OEIB). The OEIB’s role is to coordinate this unified system, drive education policy, and make education investment recommendations to the Legislature.

The OEIB coordinates the efforts of state education agencies, including the:

- Department of Education;
- Department of Community Colleges and Workforce Development; and
- Oregon Student Access Commission.

These education agencies determine how best to implement education policies and goals.

Measures of accountability

The Federal No Child Left Behind law requires states to adopt academic standards and an accountability system aligned to those standards. Academic standards are what students are expected to know and do at each grade level. An accountability system includes a student assessment tool designed to measure student progress in meeting academic standards.

In 2010, the State Board of Education adopted the new Common Core State Standards. These new standards, to be fully implemented by the 2014-15 school year, are designed to help ensure all high school graduates are college and career ready in literacy and mathematics.

Since Oregon is moving toward the Common Core State Standards, it is currently transitioning from one assessment tool to another. The assessment being phased out after the 2013-14 school year is the Oregon Assessment of Knowledge and Skills (OAKS). The new assessment, called Smarter Balanced, is designed to measure whether students are meeting the new academic standards.

Oregon's student achievement

Oregon has struggled with student achievement and graduation rates. One study by the Education Week Research Center ranked the state 40th in student achievement compared to other states. This ranking is based on an index of K-12 achievement using 2013 National Assessment of Education Progress (NAEP) data. The index includes graduation rates, measures of achievement for all students, including economically disadvantaged students, and achievement gains over the last 10 years. Oregon also has the second lowest on-time graduation rate compared to other states at 69%.

Oregon fares worse with student achievement for its minority and disadvantaged populations. For example, less than 50% of black, Hispanic, Native American, and Pacific Islander students met or exceeded academic standards for 8th grade math (see Figure 4). Also, only 51% of economically disadvantaged students met or exceeded the standard. Economically disadvantaged students qualify for free or reduced lunch, meaning they come from households with income that does not exceed 185% of the federal poverty line.

Figure 4: Oregon Statewide Student Achievement by Student Subgroup for 2012-13

Student subgroup	8 th grade math % meeting or exceeding standard	On-time 4-year graduation rate
Asian	81%	84%
Black	40%	57%
Hispanic	49%	61%
Native American	46%	52%
Pacific Islander	49%	64%
Multi-Ethnic	65%	67%
White	67%	71%
Economically Disadvantaged	51%	60%

Graduation rates are also lower for certain minority and economically disadvantaged students. For example, Native American students had the lowest on-time graduation rate at 52%.

Many interrelated factors contribute to lower achievement and lower graduation rates. These factors vary among schools, school districts, and communities. Factors could be outside or within a school’s control. According to research, factors that may impact student achievement include:

- education funding shortfalls;
- large class sizes;
- high absenteeism;
- family income;
- student mobility;
- access to libraries, museums, or other enrichment activities;
- low expectations for student achievement;
- placing groups of students in a separate track with less demanding curriculum;
- cultural differences;
- poor instructional leadership;
- uncertified or inexperienced teachers; and
- poor teacher preparation.

Audit Results

Equity in education is an Oregon priority

Education equity is recognizing the diverse learning needs of students and ensuring all students have the opportunity to learn. The Oregon Education Investment Board and the Department have made educational equity a priority. They believe underperforming students present Oregon's best opportunity to improve overall education outcomes. Due to their commitment to educational equity, both were interested in the results of this audit.

The Department also emphasizes educational equity with the first goal of its 2013-2015 strategic plan—that every student graduates from high school prepared for college, career, and civic life. Helping school districts use best practices to close achievement gaps is an objective listed under that goal. The metric associated with this objective is that by June 2015, achievement gaps in elementary, middle, and high school will close by 5%.

Defining achievement gaps

Achievement gap definitions typically refer to a gap in assessment performance between white and minority students. Recently, researchers have also emphasized the importance of income-based achievement gaps.

Determining how to measure achievement gaps can be a challenge. States often report achievement gaps as the difference in the percentage of students who meet academic standards and those who do not. Meeting academic standards is based on receiving a score above a set threshold on a student assessment. This method can understate the extent of achievement gaps if the focus is only on receiving a passing score.

Using average assessment scores for different student subgroups more accurately illustrates achievement gaps. For example, at one school we analyzed, 82% of economically disadvantaged students and 98% of non-disadvantaged students met state math standards in the 2011-12 school year. Both groups were well above the state's goal of 70% meeting standards. However, the economically disadvantaged student average score was seven points lower than the non-disadvantaged student average. According to research, this seven point gap equates to more than a year's worth of learning.

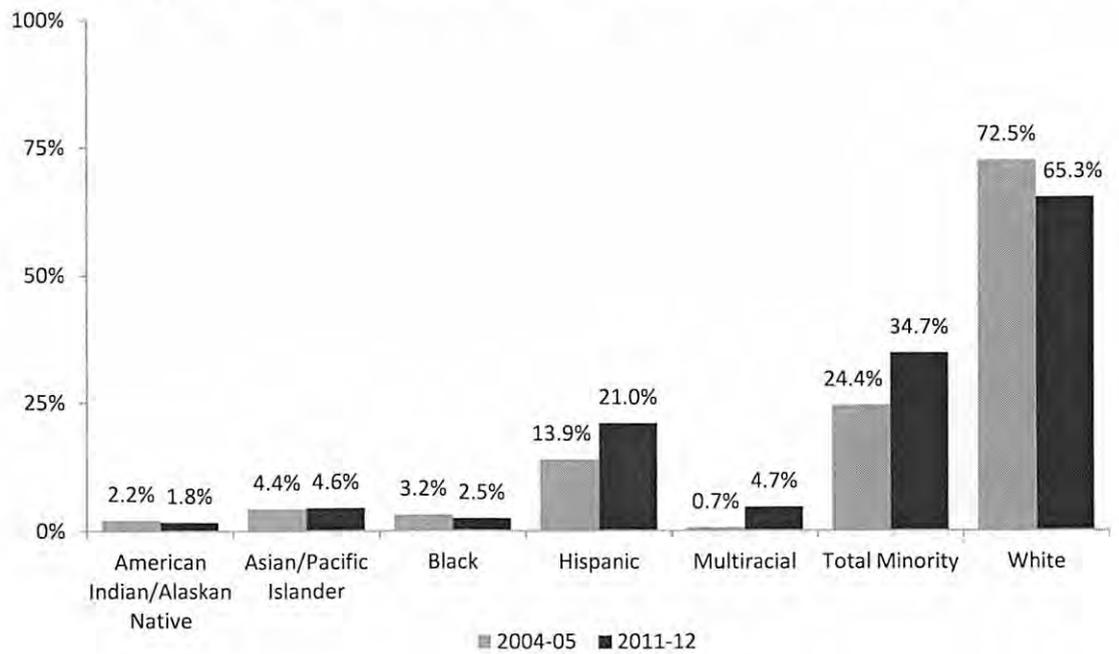
To more accurately assess achievement gaps, we analyzed 8th grade student performance in math and reading using OAKS average assessment scores. We included the economically disadvantaged subgroup and all race/ethnicity subgroups for the statewide 2011-12 achievement gap analysis. However, for our statewide and school trend analyses covering 2004-05 to 2011-12, we focused on economically disadvantaged, Hispanic,

and black subpopulations because they have historically had high achievement gaps.

Changing student populations

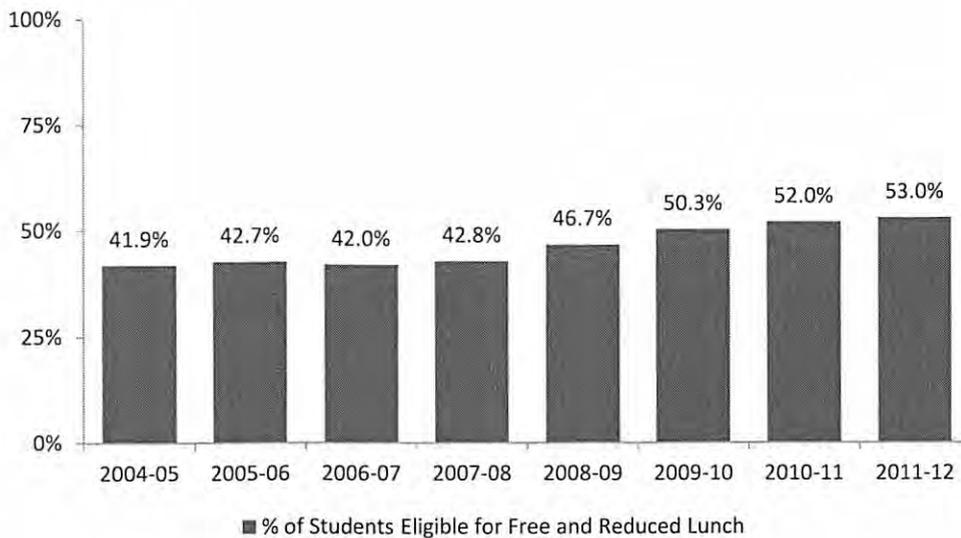
The number of minority students in Oregon has increased over the past eight years, making achievement gaps more important to address. In 2011-12 minority students made up 34.7% of the total 2011-12 K-12 population, which is up from 24.4% in 2004-05 (see Figure 5). Much of that increase has come from the growth in Oregon’s Hispanic student population. In 2011-12, Hispanic students represented 21% of Oregon students, which is up from 13.9% in 2004-05.

Figure 5: Oregon Student Enrollment by Race/Ethnicity, 2004-05 to 2011-12



The number of economically disadvantaged students has also increased. As Figure 6 shows, roughly 42% of students were eligible for free and reduced lunch from 2004-05 to 2007-08. From 2008-09 to 2011-12, the percentage increased each year. Fifty-three percent of students were eligible for free and reduced lunch in 2011-12, which was 11 percentage points higher than 2004-05.

Figure 6: Percent of Oregon Students Eligible for Free and Reduced Lunch, 2004-05 to 2011-12



Oregon has significant achievement gaps

We focused on analyzing the achievement gap for 8th grade students and found significant achievement gaps. However, the National Center for Education Statistics also has reported large achievement gaps in Oregon for 4th grade economically disadvantaged, Hispanic, and black students.

Oregon statewide 8th grade achievement gaps in 2011-12

We found significant achievement gaps for economically disadvantaged, Hispanic, black, and Native American 8th grade students in the 2011-12 school year, though the size of those gaps varied by student subgroup.

To measure achievement gaps for these groups we used 8th grade OAKS assessment scores in math and reading. We calculated the difference between the average score of each subgroup and its reference group. Figure 7 shows the reference group for each subgroup we analyzed.

Figure 7: Student Subgroup and Reference Group Categories

Student Subgroup	Reference Group
Economically Disadvantaged	Not Economically Disadvantaged
Hispanic	White Non-Disadvantaged*
Black	White Non-Disadvantaged*
Native American	White Non-Disadvantaged*
Pacific Islander	White Non-Disadvantaged*
Asian	White Non-Disadvantaged*
White	White Non-Disadvantaged*

*Note: White Non-Disadvantaged excludes economically disadvantaged students, students with disabilities, and English language learners.

The size of Oregon’s 8th grade achievement gaps in 2011-12 varied depending on the subgroup and subject analyzed. As Figure 8 shows, economically disadvantaged students had an achievement gap of about five points for math and four points for reading. Hispanic and black students were at least six points behind white students in both math and reading. Native American students were at least five points behind white students in both math and reading.

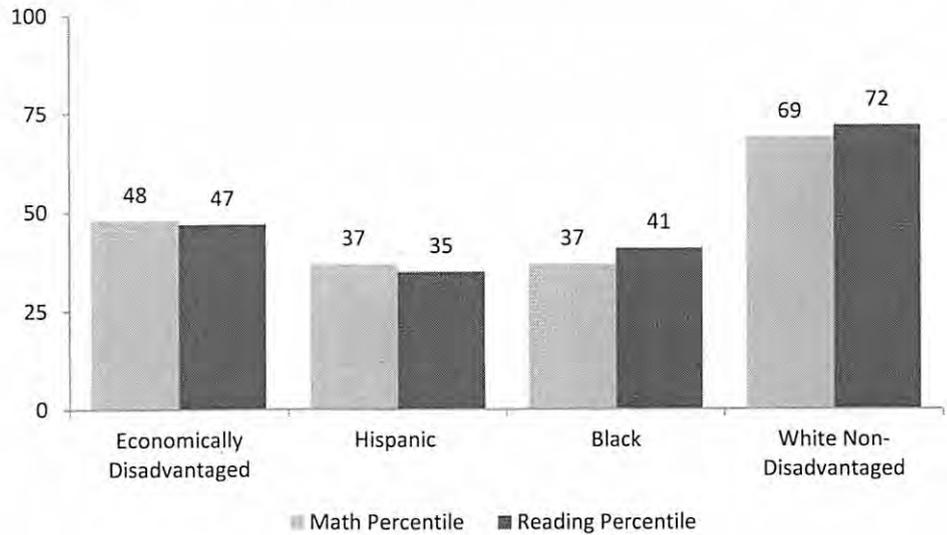
Figure 8: 8th Grade Achievement Gaps in 2011-12, by Student Subgroup

	Asian	Black	Hispanic	Native American	Pacific Islander	Economically Disadvantaged
Math						
Reference Group Average Score	241.4	241.4	241.4	241.4	241.4	241.5
Subgroup Average Score	246.5	233.7	234.4	235.5	238.6	236.1
Achievement Gap	-5.1	7.6	7.0	5.9	2.8	5.3
Reading						
Reference Group Average Score	238.6	238.6	238.6	238.6	238.6	238.5
Subgroup Average Score	239.1	232.6	232.0	233.7	234.7	234.4
Achievement Gap	-0.4	6.0	6.6	5.0	3.9	4.1

*Note: A negative achievement gap number indicates that the student subgroup did not have an achievement gap when compared to the reference group.

Achievement gaps for specific subgroups indicate they are falling behind in learning. According to research, a five-point gap in OAKS assessment scores equals a year of student learning. By that measure, Hispanic, black, and Native American 8th graders were at least one year behind in math and reading. Economically disadvantaged 8th graders were one year behind in math. Putting Oregon’s achievement gaps in the context of the entire student population helps illustrate their impact on student learning. For example, white students on average are performing better than 69% of students statewide in math. In contrast, black students on average are performing better than 37% of students in math (see Figure 9).

Figure 9: 8th Grade 2011-12 OAKS Percentile Rank by Subject and Subgroup

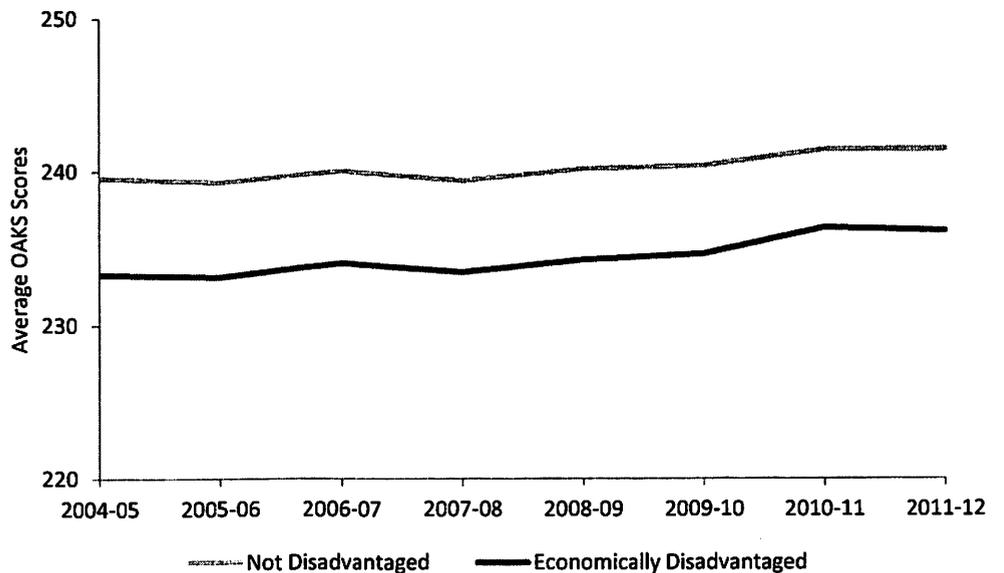


Statewide 8th grade achievement gap trends

We analyzed statewide achievement gap trends for economically disadvantaged, Hispanic, and black 8th graders for an eight year period from 2004-05 to 2011-12. The economically disadvantaged and black achievement gaps remained constant over time in both subjects, while the Hispanic gap narrowed in math and reading over the eight years we analyzed.

The economically disadvantaged achievement gap was larger in math than reading, but both gaps were constant across the eight years. We display figures showing 8th grade achievement gap trends for math in this section, but reading trends were similar. The reading figures are provided in Appendix B. In math, the achievement gap was consistently five to six points for all eight years (see Figure 10). In reading, the gap was consistently around four points.

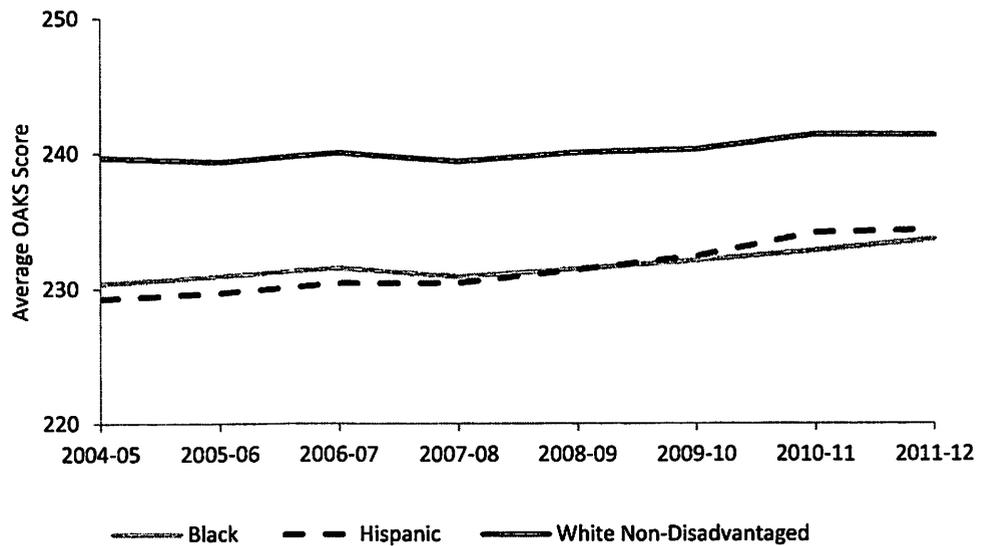
Figure 10: 8th Grade Math Economically Disadvantaged Achievement Gap, 2004-05 to 2011-12



The Hispanic achievement gap narrowed over the eight years we analyzed. In math, the achievement gap was 10 points in 2004-05 and narrowed to seven points in 2011-12 (see Figure 11). In reading, the achievement gap was nine points in 2004-05 and narrowed to under seven points in 2011-12.

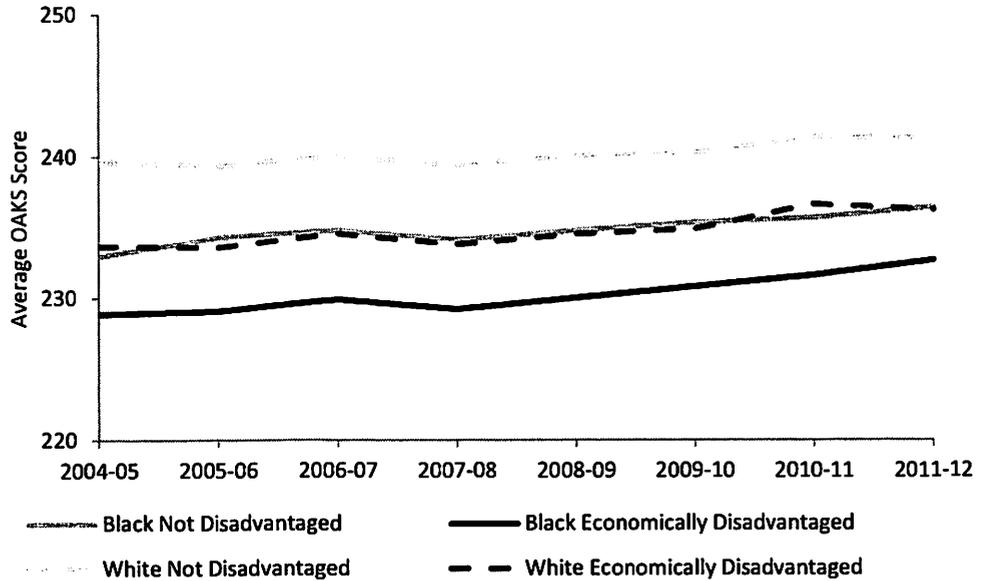
The black achievement gaps were larger than the economically disadvantaged and Hispanic achievement gaps in math and reading, and they remained roughly the same across the eight years we analyzed. In math, the achievement gap remained consistent at around eight points (see Figure 11); while in reading it remained around six points.

Figure 11: 8th Grade Math Hispanic and Black Achievement Gaps, 2004-05 to 2011-12



Achievement gaps are larger when race/ethnicity and economically disadvantaged status are considered together. For example, Figure 12 shows a particularly large gap between the scores of non-disadvantaged white students and those of economically disadvantaged black students. Similar patterns exist for black students in reading and Hispanic students in math.

Figure 12: 8th Grade Math Black Achievement Gap by Economically Disadvantaged Status, 2004-05 to 2011-12



Some schools are closing achievement gaps

Although most statewide 8th grade achievement gaps remained constant over time, our school analysis showed some schools closing achievement gaps. We focused on economically disadvantaged, Hispanic, and black 8th grade achievement gaps in math and reading. Out of the 191 middle schools in 2011-12, there were 120 with large enough populations of 8th graders to analyze. We found 39 schools were closing the achievement gap in at least one subject.

School achievement gap patterns

More schools were closing 8th grade achievement gaps in math than reading. Out of the 120 schools in our analysis, 29 schools were closing a math achievement gap for at least one subgroup, and 24 schools were closing a reading achievement gap. Appendix C shows the locations and achievement gap trends of the 120 middle schools.

Of the schools closing achievement gaps, most were only closing one gap. Out of the 39 schools we identified as closing achievement gaps, 27 schools were only closing achievement gaps in one subject and subgroup. We did not identify any schools that were closing all achievement gaps.

Closing achievement gaps for economically disadvantaged students

Few schools were closing economically disadvantaged 8th grade achievement gaps. Of the 119 schools that met our 20-student population threshold for economically disadvantaged students, 14 schools (11.8%) were closing the achievement gap in math and nine (7.6%) were closing gaps in reading (see Figure 13).

Closing achievement gaps for Hispanic students

We found more schools closing Hispanic 8th grade achievement gaps than any other subgroup. Of the 43 schools that met our 20-student threshold for Hispanic students, as Figure 13 shows, roughly a third showed a trend of closing achievement gaps for these students.

Closing achievement gaps for black students

Ten schools met our six-student population minimum for black students. Only one of these ten was closing the black achievement gap in math (see Figure 13). We did not identify any schools closing the black achievement gap in reading.

Figure 13: Schools Closing Achievement Gaps from 2004-05 to 2011-12, by Subject and Subgroup

	Economically Disadvantaged		Hispanic		Black	
	Math	Reading	Math	Reading	Math	Reading
Schools Closing Gap	14	9	14	15	1	0
Total Schools	119	119	43	43	10	10
Percentage	11.8%	7.6%	32.6%	34.9%	10%	0%

Achievement gap closing schools maintain high overall performance

The 39 schools that narrowed achievement gaps in at least one subject did so while maintaining high performance of all students. In almost all of the schools we identified as closing achievement gaps, the reference group was meeting the state’s 2011-12 goal of 70% of students meeting proficiency. For a full listing of the 120 schools we analyzed and their achievement gap status, see Appendix A.

Lower achievement can limit future success

Not graduating from high school can limit a student's future opportunities. Oregonians without a high school diploma are less likely to be in the labor force than those with higher education levels. They are also more likely to receive public assistance such as Supplemental Nutrition Assistance Program (SNAP) benefits, Temporary Assistance to Needy Families (TANF), or Medicaid benefits. Finally, they are more likely to be incarcerated at some point in their lifetime.

Persistent achievement gaps will limit Oregon's ability to meet its 40-40-20 goal by 2025. Low achievement among minority and economically disadvantaged students also has significant social and economic consequences for Oregon.

If achievement gaps continue, it will be difficult for the Department to meet its goal of ensuring that every student graduates from high school prepared for college, career, and civic life. Students who do not meet academic standards in middle school are less likely to graduate from high school.

Achievement gaps also impact Oregon's economy. According to a 2010 ECONorthwest analysis, if Oregon had eliminated its achievement gaps by 1998, economic activity would have been \$1.1 to \$2.8 billion higher in 2008.

Schools that are closing achievement gaps have common practices

To determine effective school practices, we visited a selection of Oregon schools. We also reviewed national research on effective school practices addressing issues of equity.

Although the schools we selected were geographically diverse and all had experienced staff reductions and budget limitations, they demonstrated common effective school practices. These practices were also consistent with the national research and fell into five key themes: safe and positive school environment, high expectations and high support, teacher collaboration, data-informed instruction, and strong leadership.

Principals and staff from the schools we visited shared with us practices they thought contributed to closing achievement gaps at their schools. They also noted their practices applied to and supported all students.

For example, Walker Middle School focuses on all students improving not just passing. Walker’s mission statement is "We will engage all students to reach their highest potential as readers, writers, and problem solvers."

Nine achievement gap-closing schools selected for site visits

We visited nine Oregon middle schools of the 39 we found to be closing achievement gaps (see Figure 14).

Figure 14: Schools Selected for Site Visits

School Name	County	School District	Rural/ Urban	School Size
Alice Ott Middle School	Multnomah	David Douglas SD 40	Urban	Large
Fleming Middle School	Josephine	Three Rivers/Josephine County SD	Rural	Small
Henley Middle School	Klamath	Klamath County SD	Rural	Small
Memorial Middle School	Linn	Greater Albany Public SD 8J	Urban	Medium
Molalla River Middle School	Clackamas	Molalla River SD 35	Rural	Medium
Mountain View Middle School	Yamhill	Newberg SD 29J	Rural	Medium
Ogden Middle School	Clackamas	Oregon City SD 62	Rural	Medium
Walker Middle School	Marion	Salem-Keizer SD 24J	Urban	Medium
Whiteaker Middle School	Marion	Salem-Keizer SD 24J	Urban	Large

In order to obtain a diverse representation of schools, we considered the following factors when selecting schools for site visits:

- strength of the closing achievement gap trend;
- high achievement for all students;
- high proportion of minority or economically disadvantaged students;
- geographical representation;
- mix of urban/rural schools; and
- variety of school sizes.

Safe and positive school environment

National research found successful schools have an atmosphere of respect and caring that emanates from the teachers and principals. The students also reciprocate caring and respect. During our school visits, we heard it is important for students to have a safe place where adults cared about them. For example, even if a child does not like a particular subject, if they like and respect their teacher, they tend to try harder.

Principals said creating a safe and positive school environment for students, staff, and parents is a top priority for their schools. We learned of school efforts to foster positivity, build trust, and create an environment conducive to learning.

Many of the schools we visited used Positive Behavioral Interventions and Supports (PBIS), which is a framework for using behavioral interventions to enhance academic and social behavior outcomes for all students. Staff said this framework is an effective system for teaching positive behavior and creating a respectful environment.

These schools place importance on treating students with respect, who then reflect that respect back. Teachers also said they feel respected by their students and colleagues. Consistent with what we heard, as we toured the schools, we observed polite orderly students in the halls and classrooms.

Teachers said having a well-developed process for dealing with disruptive behavior allows teachers to stay focused on teaching. For example, Memorial Middle School shared having no tolerance for disrespect. Staff at Memorial addresses behavior immediately when it prevents students or those around them from learning. Memorial's focus is on improving student behavior rather than on consequences for disruptive behavior. Teachers mentioned their appreciation for the support they receive from administrators with student behavior.



Schools post creative signs in hallways and classrooms stating desired behaviors and expectations.

To encourage and reinforce desired behaviors, schools use many ways to reward students and celebrate successes. Some rewards are simple low cost incentives, such as early release for lunch, use of a recreation room, and school “bucks” that students can spend at the school store. Mountain View Middle School shared that their incentive program worked so well that it inspired their parent group to raise funds for reward field trips.



Using earned “bucks” to purchase cool stuff from the school store motivates Memorial Middle School students to meet expectations.

A culture of positive peer pressure to succeed academically has also been cultivated at these schools. For example, staff at Molalla River Middle School have worked hard over the past few years to set the tone that their school is about academics.

Principals mentioned seeing a positive shift in student behavior because of efforts to create safe and positive learning environments. In particular, they observed a shift in the student body with the successful students now having more influence over their peers – it is cool to be smart.

Additionally, we were told disciplinary referrals at Molalla River Middle School went down to 400 from 1,800 since implementing a behavioral intervention system.

High expectations and high support

“These are all our kids and their success is all of our responsibility.” – Ken Gilbert, Memorial Middle School Principal

National research shows that effective schools believe in their students’ ability to meet high standards and they are responsible for helping their students meet those high standards.

We observed examples of clearly articulated expectations for both academic improvement and student behavior. Some schools require teachers to post daily learning objectives in their classrooms. Staff said daily learning objectives communicate expectations to students and help teachers focus their daily lessons.

The schools we visited believe that all students can learn and improve regardless of their current achievement level. They also believe, as educators, they have the responsibility, commitment, and ability to teach them.

Alice Ott Middle School set behavior expectations explicitly in their student handbook. For example, their handbook documents expected behavior in the classroom, in the hallway, during morning arrival, at assemblies, and in the restroom (see Figure 15).

Figure 15: Alice Ott Middle School Behavioral Expectations



Schoolwide Behavioral Expectations

Pursue Excellence	School Rules		
	Acting Respectfully	Working Responsibly	Staying Safe
School-Wide 	<ul style="list-style-type: none"> Use kind words Be understanding of people's differences (ethnic, culture, learning, etc) Value yourself, others, school equipment and property Refrain from chewing gum at all times 	<ul style="list-style-type: none"> Be on time and prepared Clean up after yourself Own your behavior 	<ul style="list-style-type: none"> Leave cell phones, hats, backpacks, purses and personal belongings in locker Be aware of your environment Keep hands and feet to yourself Walk at all times Be where you are supposed to be

According to the research, effective schools organize themselves around helping students learn. We found many examples of schools supporting student success during our site visits. We observed that these schools are dedicated and creative in their efforts to identify individual student needs. Schools meet these needs by providing both academic support and social services.

All schools we visited have various learning interventions in place to supplement regular in-class instruction for students who need additional support. For example, some schools assign extra math and reading instruction in place of an elective course. During intervention sessions, schools also re-teach lessons using different methods and sometimes different teachers. Memorial Middle School also offers a two-week summer intervention session for incoming 6th graders who are at risk for behavior, attendance, and/or learning challenges.

At Mountain View Middle School, a dedicated staff person is responsible for formal study hall. Students with late assignments are required to fill out a missed deadline form and the study hall staff person ensures students' work is completed. This system provides support to students while allowing teachers to focus on instruction. When students are held accountable to keep pace, teachers can cover more content.

Additionally, if Mountain View students perform poorly on a test, a study plan is developed and students are given a re-take test. Teachers share the study plans with each other to better support the student's learning.

Supporting student success includes identifying and offering additional learning opportunities for students already demonstrating proficiency. Students demonstrating proficiency are allowed to select an elective or other enrichment activity. Examples of electives and enrichment activities include band, choir, art, industrial tech, and a chess tournament.

Whiteaker Middle School places a strong emphasis on college readiness. Teachers at Whiteaker expose students to the possibility of attending college by posting alma maters signs outside their classrooms and wearing college tee shirts and sweatshirts on Fridays.



Whiteaker Middle School makes it a priority to encourage their students to think about and plan for their future.

In addition to academic support, schools show genuine care in identifying and providing students what they need to succeed in terms of social services. This support includes food, clothing and school supplies. To provide convenient access, Memorial Middle School has county social services staff come to their school to conduct counseling appointments with students.

At Alice Ott Middle School, the principal encourages stronger connections between home and school. He decreased the number of staff meetings in exchange for teachers agreeing to make 10 positive contacts with parents each month. He also encourages a focus on addressing chronic absenteeism. School counselors and administrators conduct home visits if a student has a repeated pattern of missing class. If the parent is not home, the counselor leaves a note on the door asking the parent to contact the school.

Teacher collaboration

Research on effective school practices shows utilizing teacher collaboration makes teachers' time with students more effective and worthwhile. The research also noted that collaboration can be more effective when time is designated for that purpose.

All schools we visited use teacher collaboration. Teachers spoke highly of their time in collaboration teams as it improves their teaching practices and makes them more efficient. We also heard repeatedly that teachers wish they had more time to collaborate.

Teachers said they collaborate formally and informally to create lesson plans, develop assessments, analyze data, learn from each other, and ensure they teach the same concepts. Teachers also use collaboration to support struggling students and implement learning interventions.

All schools we visited use Professional Learning Communities, which are formal teams of teachers focused on collaborating, learning from each other, and improving instruction. Usually, schools have Professional Learning Community teams for each subject area. Whiteaker Middle School teams review assessment data, and if the data shows that one teacher's students did better than others, the group asks that teacher what they did differently. The other teachers learn from that teacher and modify their instruction if needed.

In addition to having Professional Learning Communities by subject area, Ogden Middle School created additional teams of interdisciplinary teachers who share the same students. By assigning each grade level student to a team, either the Eagles or the Falcons, Ogden essentially created "schools within a school." Because teams share the same students, teachers can more easily identify those who are struggling in more than one subject, and find collaborative ways to support them.

Schools have come up with creative ways to set aside time for teachers to collaborate. For example, Henley Middle School has been using professional development late starts for several years. Late starts are designated days that students come to school an hour late to allow staff professional development meeting time. Henley staff described the time as invaluable for meeting as a department to talk about curriculum pacing, lesson development, and classroom management.

Even with late starts, Henley found creative ways to ensure instructional time is protected. One way Henley does this is by reducing transition time between classes.

Other schools we visited facilitated teacher collaboration by organizing halls by subject area, so same subject teachers have classrooms close together, and by coordinating common preparation times.

Schools also found ways to collaborate among schools within their school districts to address common issues such as developing common

assessments and coordinating curriculum pacing to reduce the impact of student mobility. Student mobility means that students' home residences change frequently, often within the same community and school district.

Data-informed instruction

In line with effective school practice research, extensive use of data is important to the schools we visited for monitoring and supporting achievement for all students. Data is used for placement of incoming students in level appropriate classes, identifying students for learning interventions, and monitoring student achievement and growth. Schools mentioned the importance of both academic and behavior/discipline data.

Research supports identifying struggling students using multiple assessment methods on a frequent basis, known as formative assessments. Teachers use information from these assessments to provide learning support and improve instruction, but not necessarily for grading. Some educators teaching the same classes spoke of developing common assessments and evaluating results collectively to support students and to adjust their instruction as needed.

At Fleming Middle School, teachers use frequent assessments to inform instruction and summative tests, which include pre- and post-tests for each standard. The purpose of summative tests is to measure student growth, not just achievement. Both the principal and teacher teams review student assessment data.

At Henley Middle School, staff frequently look at assessment data and grades. For example, teams meet weekly to review failing grade reports and other data reports on struggling students. Staff also use data to identify students needing additional math classes during one of the scheduled learning interventions held throughout the day.

We noted some schools seemed more proficient with data, while others expressed interest in having additional data support. Staff shared that educators need to know how to access and analyze data, and how to interpret data so they can respond appropriately. They also expressed the need for technical assistance on how to access individual student data maintained by the Department.

Strong leadership

All school principals we visited expressed a clear vision for student success and continuous improvement. National researchers found strong leadership and vision to be an essential element of effective school practices.

We learned that principals take strong leadership roles, which directly supports the effective school practices discussed above. Principals are protective of instructional time and committed to providing the best environment they can for students, parents and staff.

Principals praised their hardworking staff and expressed concern for their students' success. Respect and appreciation for principals was echoed by staff who said principals walk their talk, are approachable, communicate clear expectations, and focus on improvement. Principals mentioned having low staff turnover. These schools also had continuity of leadership, with many of the principals having been with their school for several years.

Principals at the schools we visited have a strong presence that helps make them effective leaders. For example, the principal at Fleming Middle school was described as wearing his vision on his sleeve. He has a strong stance on what is needed to educate kids, and brings others on board with that vision. Additionally, we were told the model of success he built at his school is making its way to other middle schools in the district.

Consistent with effective schools research, we were told principals serve as instructional leaders by having an active presence in the school. They often visit classrooms, and provide feedback and support to teachers as necessary. Some schools have assistant principals who are also instrumental in this work. We heard comments from staff that their leaders are good at giving both positive and constructive feedback. Staff noted they feel comfortable seeking input from their leaders to improve their instruction and feel safe trying new things.

District leadership also helps support student success. We heard that districts collaborate with teachers to establish curriculum, curriculum schedules, and common assessments. Districts also implement late starts or early releases that schools can use for teacher collaboration and professional development. Superintendent leadership can also help improve student achievement. For example, the principal at Ogden Middle School described her superintendent as invested, genuine, and visionary. The principal meets with the superintendent every week and benefits from his personal approach and his prior experience as a principal of her school.

Department efforts to address achievement gaps

Education Equity Unit

The Department has a newly created Education Equity unit. Education equity is recognizing the diverse learning needs of students and ensuring all students have the opportunity to learn. The Education Equity unit is charged with ensuring progress on preparing all students for high school and beyond and closing achievement gaps. The unit is currently developing advisory groups that will work on developing educational practices that meet the learning needs of all students. This unit is also assisting school districts in developing equity policies.

Celebrating Student Success Program

From 2005 to 2012, the Department ran the Celebrating Student Success Program. This award program recognized schools that demonstrated true progress in closing achievement gaps.

The program analyzed student achievement data to identify schools where achievement of minority and disadvantaged groups was growing at a faster rate than other groups. The analysis also had to show achievement was not dropping behind for other groups at these schools.

Once schools were identified as demonstrating true progress in closing achievement gaps, they were invited to apply for the award. The application required schools to demonstrate evidence of intentional practices aimed at improving student achievement. The program then reviewed the applications and selected schools for the award.

For each award school, the program published a brochure that included a one-page summary of the school's effective practices. The program sent these brochures to all school districts. In 2012, the program also posted these brochures online along with a video of each school. The Celebrating Student Success program was discontinued in 2013 due to a lack of staff available to work on the program.

Currently, researchers at Portland State University are expanding on the findings of the Celebrating Student Success program. These researchers are obtaining more detailed information on the effective practices of schools that won the award more than once. Once the research is complete, the Department plans to share this information with the goal of scaling up these practices in other schools. For example, the Department plans to share this information with teachers and administrators at a series of statewide professional development meetings.

Improving low performing schools

Another example of the Department addressing achievement gaps is through its efforts to improve low performing schools. Priority and focus schools are schools identified as the lowest performing 15% of Title I schools. Title I is a program of the Federal No Child Left Behind law that provides additional financial assistance to schools with a large number of students living in poverty. Priority and focus schools are given additional supports and accountability requirements, such as:

- assigning a leadership coach to the school principal;
- providing technical assistance;
- requiring additional monitoring of student achievement data; and
- delivering professional development training to teachers and administrators.

The Department has changed the way it identifies priority and focus schools. It now considers student academic growth and graduation rates for minority and disadvantaged groups. This is in addition to considering the percentage of all students meeting academic standards, overall student academic growth, and overall graduation rates. Student academic growth is a measure of how much a student learns over time, such as from one year to another.

In addition, the Department considered achievement gaps in identifying focus schools. Schools were designated as focus schools if they had large differences in percent proficiency between the highest and lowest performing subgroups.

Report card rating system

The Department redesigned its annual school report card for the 2012-13 school year. The report card gives each school a rating from one to five. A rating of one is the bottom 5% of schools, thus the lowest performing. A rating of five is the top 10% of schools, thus the highest performing.

The previous report card primarily presented student achievement based on the percentage of students meeting academic standards, also called student proficiency. The new report card has a rating system based on a combination of student proficiency, student academic growth, and the growth of minority and disadvantaged groups.

The purpose of the new rating system is to distinguish between schools with the same overall percent proficiency, but different subgroup growth. For example, if economically disadvantaged students are growing at a much lower rate than all students, this will affect the overall school rating. This new rating system enables the Department to better understand which schools are closing achievement gaps for minority and disadvantaged groups. If subgroups show higher growth than the growth for all students, it is an indicator that achievement gaps are closing.

Reporting of achievement gaps could be improved

We learned that equity in education and closing achievement gaps is a priority for the Department, which has been making efforts to address achievement gaps. Although the Department presents student achievement data by different student subgroups, it is not presented as a clear numerical gap, such as the numerical difference or size of achievement gaps between minority and disadvantaged subgroups and a non-disadvantaged reference group. An example of a non-disadvantaged reference subgroup is white non-economically disadvantaged students. In addition, the Department does not report whether achievement gaps are closing from year to year.

OREGON DEPARTMENT OF EDUCATION

For example, the 2012-13 statewide report card provides percent of students meeting or exceeding proficiency for each subgroup on the statewide assessment (see Figure 16), but it does not provide the numerical difference or the size of the gap between subgroups and a designated non-disadvantaged subgroup.

Parents and stakeholders interested in achievement gaps would need to calculate the differences in student proficiency between subgroups themselves. See Figure 17 for an example of how the Department could report the gap in achievement.

Figure 16: 2012-13 Oregon Statewide Report Card Table – Grade 4 Math

Grade 4 Mathematics

Percent of Students Meeting or Exceeding Standard 2011 - 2013

	--	2010-11	2011-12	2012-13
All Students	--	65%	66%	64%
Students with Disabilities	--	36%	35%	32%
Asian/Pacific Islander	--	79%	79%	76%
Asian	--	83%	83%	80%
Native Hawaiian/Pacific Islander	--	56%	54%	49%
Black (not of Hispanic origin)	--	44%	46%	43%
Hispanic origin	--	52%	51%	48%
American Indian/Alaskan Native	--	48%	52%	49%
White (not of Hispanic origin)	--	70%	71%	69%
Multi-racial	--	67%	68%	66%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?i=4630> for more information.

www.ode.state.or.us/data/annreportcard/rptcard2013.pdf (Page 34)

Figure 17: 2012-13 Oregon Statewide Report Card Table Showing Gap: Grade 4 Math

	Percent of students meeting or exceeding standards 2011-13	Percentage gap between subgroup and white students (not of Hispanic origin)
All Students	64%	-5%
Students with Disabilities	32%	-37%
Asian/Pacific Islander	76%	+7%
Asian	80%	+11%
Native Hawaiian/Pacific Islander	49%	-20%
Black (not of Hispanic origin)	43%	-26%
Hispanic origin	48%	-21%
American Indian/Alaskan Native	49%	-20%
White (not of Hispanic origin)	69%	--
Multi-racial	66%	-3%

Note: A negative percentage gap denotes that the subgroup is performing lower than white students.

The Department also incorporates achievement gap data in its school report card rating system and published school report cards. For example, for each subgroup, the 2012-13 school report cards compare the percentage of students meeting or exceeding proficiency on the statewide assessment against the statewide average for the same subgroup.

However, like the statewide report card, the school report cards do not provide the numerical difference or the size of gaps in achievement between subgroups and a designated non-disadvantaged subgroup. See Appendix A for an example of how the achievement gap can be reported for each subgroup as small, medium, or large for each school.

If the Department highlighted achievement gaps as a numerical difference in achievement or other measurement of gap size, it would add additional accountability and help ensure success in closing achievement gaps. Understanding how large achievement gaps are statewide and for each school, and whether gaps are closing from year to year, could assist the Department in determining whether efforts to close the achievement gaps are working, or whether new strategies need to be explored

As described in the Defining Achievement Gaps section above, we also found that using differences in average assessment scores for different student subgroups more accurately illustrates achievement gaps than differences in proficiency. For example, at one school we analyzed, both the economically disadvantaged and non-disadvantaged students were well above the state's goal of 70% meeting standards in the 2011-12 school year. However, the economically disadvantaged student average score was seven points lower than the non-disadvantaged student average. Research indicates that gap would equate to more than a year's worth of learning.

Recommendations

To help ensure success in meeting its goals for closing achievement gaps, we recommend the Department of Education:

- Develop, analyze, and report an achievement gap measure statewide and at the school level for one or more grade levels. Consider using a gap measure that incorporates the difference in average scores.
- Regularly re-measure achievement gaps, and evaluate and report on the state's progress in closing any achievement gaps.
- Continue with efforts to identify effective school practices linked to achievement gap closing schools, and regularly disseminate this information to school teachers and administrators across the state.
- Provide technical support to schools and school districts to assist them in implementing effective school practices.

Objectives, Scope and Methodology

Our audit objective was to determine the extent of achievement gaps in Oregon for 8th grade minority and economically disadvantaged students, and identify effective school practices for closing achievement gaps. This was part of a broader objective to identify how the Department could use analysis of student data to help drive improvement in achievement.

Our audit scope included a statewide achievement gap analysis for the 2011-12 school year and a statewide and school-level trend analysis of achievement gaps from 2004-05 to 2011-12. We focused on 8th grade math and reading average score gaps on the Oregon Assessment of Knowledge and Skills (OAKS). We included the economically disadvantaged subgroup and all race/ethnicity subgroups for the statewide 2011-12 achievement gap analysis. We only included the economically disadvantaged, Hispanic, and black student subgroups in the statewide and school-level trend analysis. We focused on these three subgroups, because they have historically had high achievement gaps.

Our school analysis of economically disadvantaged and Hispanic achievement gaps only included schools with a minimum of 20 students in the subgroup and the reference group. For our analysis of black achievement gaps, we lowered the minimum number of students to six because schools tended to have small populations of black students. We analyzed 120 schools that had populations large enough to analyze. To give an idea of the number of schools we excluded, in 2011-12 there were 191 middle schools in Oregon.

Beginning with the 2009-10 school year, the U.S. Department of Education changed race/ethnicity definitions for the purpose of reporting student data. We considered the potential impact of this change when deciding to report the achievement gap trend analysis results for the 2004-05 to 2011-12 school years for Hispanic and black students. In reviewing our results, we found there was a trend of higher average scores over the eight years for Hispanic students; however, this trend began before the 2009-10 school year. We also found there were only small changes in black average scores from 2004-05 through 2011-12. Although we decided to include the achievement gap results for all eight years for these two subgroups, this change in race/ethnicity definitions should be considered when interpreting results.

Because of the unique educational needs of students with disabilities, we excluded those students from our analysis. We also excluded English language learners from our economically disadvantaged analyses.

To answer our audit objective, we reviewed national reports on achievement gap definitions and methodologies. We also consulted with Department staff on how best to measure achievement gaps. We obtained OAKS assessment data from the Department, then reviewed documents and

performed tests to assess data reliability. We concluded that the data were sufficiently reliable to answer our audit objective.

We calculated state and school achievement gaps for each school year using average OAKS scores. To assess whether a subgroup had a closing achievement gap trend, we conducted regression analyses.

From our school analysis of achievement gaps, we also identified a judgmental selection of nine schools to visit. To choose these schools, we weighed multiple factors, including:

- strength of the closing achievement gap trend;
- high achievement for all students;
- high proportion of minority or economically disadvantaged students;
- geographical representation;
- mix of urban/rural schools; and
- variety of school sizes.

At these site visits, we interviewed school administrators, teachers, and staff to gain their perspectives on what practices they thought contributed to closing achievement gaps at their schools. Our literature review on effective school practices informed our interview questions. We also toured the schools and sat in on classes. We did not verify the causal relationship between school practices and the closing of achievement gaps at these nine schools.

We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Oregon Department of Education
Response to Secretary of State's Audit on:
ODE's Efforts to Close Achievement Gaps
April 17, 2014

The Oregon Department of Education appreciates the Secretary of State's audit on the agency's efforts to close achievement gaps. With over 167,000 students of color in this state, and an alarming and persistence opportunity gap, the work couldn't be more critical.

Below is the agency's response to the Secretary of State's four recommendations. In summary, the agency agrees with the recommendations and will either be starting new work or continuing existing work in response.

The one concern the agency has with the audit is the methodology undertaken to determine successful practices in schools found to be closing achievement gaps. By only visiting schools that were successfully closing achievement gaps, and not visiting schools that are not successfully closing these gaps, it's not possible to know if observed practices are unique to 'successful' schools and tied to gap closure or whether the practices may also be found in schools with persisting gaps. Hence, it is not possible to determine from this methodology, whether those practices are responsible for the closing gaps or whether the gap closure is related to a combination of other factors.

- 1. Develop, analyze, and report an achievement gap measure statewide and at the school level for one or more grade levels. Consider using a gap measure that incorporates the difference in average scores.**

Agency Response: During the 2014-2015 school year, the Oregon Department of Education will start issuing an annual report displaying school districts' achievement gaps. The first report will focus on achievement gaps in high school graduation. The following year, the agency plans on adding one additional indicator to the report such as 9th grade on track or college credit earning while in high school. By the third year, the agency plans on adding a third indicator such as student achievement in a grade and subject area as measured by the statewide summative assessment. The reason for the phased in approach is to ensure the agency is using the most reliable and valid data in light of the new high school collections and the transition to a new summative assessment next school year. The agency will display school districts' achievement gaps instead of school level achievement gaps because the number of students by subgroup in many schools makes that level of data statistically insignificant. For many subgroups, the achievement gaps measure will compare the subgroup's performance to that of the "non-disadvantaged" subgroup. The "non-disadvantaged subgroup" is the complement of the "disadvantaged" subgroup on the district Achievement Compacts and consists of Asian, white, and multi-racial students that are also not a member of the economically disadvantaged, limited English proficient, or students with disabilities subgroups.

- 2. Regularly re-measure achievements gaps and evaluate and report on state's progress in closing achievement gaps.**

Agency Response: Since 2009, ODE has reported out how Oregon schools are doing at closing the achievement gap through one of its annually reported key performance measures (KPMs). The 2013 report on this KPM is included in ODE's Annual Performance Progress Report, available online at <http://www.ode.state.or.us/search/page/?id=1779>. However, as ODE has intensified its focus on gap closure in the past two years we have begun to find this historic measure somewhat problematic. This KPM not only has a rather narrow focus, but it can be significantly impacted by

**Oregon Department of Education
Response to Secretary of State's Audit on:
ODE's Efforts to Close Achievement Gaps
April 17, 2014**

the size of a given school. In schools with a very small number of Hispanic students (often as few as 1 to 4) the performance of even a single student can markedly impact the average. In schools with small populations, a single student performing well on state tests can raise the average, while in schools with larger Hispanic student populations, more Hispanic students would need to perform significantly above the average for the school to see improvement. To address these issues, and to align with ODE's strategic plan, ODE proposes to take a new approach to tracking achievement gap closure through its KPMs starting in the 2015-17 biennium. Pending adoption by the Legislature in the 2015 legislative session, ODE plans to begin setting specific achievement targets and reporting out on student achievement for all students as well as specifically for students of color and students with disabilities in the following areas:

- 3rd grade literacy as measured by student performance on the statewide English language arts assessment
- 9th grade students on track to graduate as measured by the percentage of students who have completed six or more credits by the end of 9th grade
- High school completion within 5 years

As part of the statutorily KPM submission process and schedule, ODE submitted its proposed 2015-17 KPMs for consideration on April 14, 2014 to its budget analysts at the Legislative Fiscal Office and the Chief Financial Office. Independent of formal adoption of these KPMs by the Legislature for the 2015-17 biennium, ODE will track performance for all students and key sub-groups on these measures as part of its internal accountability under ODE's strategic plan. In support of Goal 1 of the Strategic Plan (to ensure that every learner graduates from high school and is ready for college, career, and civic life), ODE has identified specific milestones and key work to be accomplished between now and June 2015. The goal of this work is to help districts implement effective practices to close achievement gaps for students of color and English language learners and to improve the quality of special education services to close achievement gaps for students with disabilities. ODE management closely monitors progress under these objectives to ensure that ODE resources are prioritized effectively to reach the goal of closing the achievement gap, and this summer ODE will engage in the process of identifying the next phase of work to be done through 2017 to continue to see progress.

3. Continue with efforts to identify effective school practices linked to achievement gap closing schools, and regularly disseminate this information to school teachers and administrators across the state.

Agency Response: Since 1999, the Quality Education Commission, working closely with ODE staff, has conducted research into best practices by Oregon's schools. Starting in 2008, the Commission started using a "matched pair" methodology in evaluating best practices in individual Oregon schools. Under this methodology, the Commission identified pairs of schools with similar student demographics but with much different student outcomes. Teams of educators then visited the schools, interviewing staff and students to determine how practices differed between the schools in each matched pair. The Commission is currently conducting its fourth round of these matched pair analyses and will include the results in their 2014 report.

ODE's Research and Data Analysis Office is also focusing its recent research on practices that show promise in closing the achievement gap. The office has recently begun analysis of the achievement of Limited English Achievement (LEP) students, with a focus on grade-of-exit and time spent in English language programs and their effect on high school graduation rates.

Finally, ODE is developing joint projects with the Oregon Education Investment Board (OEIB) to better understand how the allocation and use of resources affects schools' effectiveness in

**Oregon Department of Education
Response to Secretary of State's Audit on:
ODE's Efforts to Close Achievement Gaps
April 17, 2014**

increasing student achievement for low income and LEP students, with a focus on closing the achievement gap.

4. Provide technical assistance to schools and school districts to assist them in implementing effective school practices.

Agency Response: ODE currently provides, and will continue to provide, technical assistance to Focus and Priority schools. Focus schools are Title 1 schools with large achievement gaps, and Priority schools are Title 1 schools with student achievement in the bottom 5% of schools statewide.

In addition, ODE will develop a proposal to the OEIB by August 1, 2014 about how to provide supports and interventions to non-title Level 1 schools (bottom 5% in student achievement) and school districts.

Currently, all Focus and Priority schools must have an improvement plan based on the Federal Turnaround Principles that is created through the Indistar system. This plan includes a self-assessment. As Priority and Focus Schools complete their initial Comprehensive Achievement Plans (CAPs) for the school year, a review is completed, feedback given, and revisions are made to bring the plan and budget up to standard for approval. Subsequently, schools revise as necessary and quarterly reviews are done in November and February of each year. Before submission, the district is tasked with participating in the development and reviewing of the contents of the CAPs. The district is the first point for monitoring progress of the schools. Significant technical assistance is provided by Education Specialists to districts and principals regarding their plan and plan implementation. This is also embedded in the feedback and assistance districts and principals receive through the annual approval and quarterly reviews.

Additionally, ODE has developed an extensive Continuous Improvement Network through which technical assistance is provided. Regional Network Coordinators, Leadership Coaches, School Support Teams, and ODE's school improvement point person all provide ongoing technical assistance. The technical assistance that ODE provides ranges from specific requests for professional development by topic, to assistance navigating and manipulating Indistar and a school's CAP. Leadership coaches provide weekly and daily professional development spending 8-10 hours per week side by side with principals.

ODE also hosts annual Odyssey conferences which provide a wealth of technical assistance, as well as, annual Principal/Coach meetings and quarterly coaches meetings which provide technical assistance.

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Audit Team

Will Garber, CGFM, MPA, Deputy Director

Sheronne Blasi, MPA, Audit Manager

Shanda Miller, CIA, MPA, Principal Auditor

Wendy Kam, MBA, Staff Auditor

Nicole Pexton, MPP, Staff Auditor

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The courtesies and cooperation extended by officials and employees of the Department of Education during the course of this audit were commendable and sincerely appreciated.

Appendix A – School Achievement Gap Results

Note: Appendix A provides achievement gap measures for each school. These measures are not intended to show overall school success.

Appendix A shows the economically disadvantaged, Hispanic, and black achievement gap results in math and reading for all 120 middle schools we analyzed. We also included the size of each school's achievement gap for each subgroup, measured as a difference in the average score of a subgroup and its reference group. These results include whether the school showed a trend of closing the achievement gap for a subgroup over eight years.

We excluded some middle schools from our analysis because they did not meet our minimum student population threshold or because they did not have eight years of available data. We also excluded some subgroups from the 120 middle schools we analyzed if those subgroups did not meet our minimum student population threshold.

Gap Size: No Gap = < 0 points, S = Small (< 3 points), M = Medium (3-6 points), L = Large (> 6 points)													
Gap Closing: <input checked="" type="checkbox"/> Closing, <input type="checkbox"/> Not Closing													
-- Not included in analysis													
Note: This table provides achievement gap measures for each school. These measures are not intended to show overall school success.													
School Name	District Name	Economically Disadvantaged				Race/Ethnicity							
		Math		Reading		Hispanic				Black			
		Gap Size	Gap Closing	Gap Size	Gap Closing	Gap Size	Gap Closing	Gap Size	Gap Closing	Gap Size	Gap Closing	Gap Size	Gap Closing
Agnes Stewart	Springfield	S	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Alder Creek	North Clackamas	M	<input type="checkbox"/>	S	<input type="checkbox"/>	M	<input checked="" type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--
Alice Ott	David Douglas	S	<input checked="" type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Armand Larive	Hermiston	M	<input type="checkbox"/>	M	<input type="checkbox"/>	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--
Ashland	Ashland	M	<input checked="" type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Azalea	Brookings-Harbor	M	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Baker	Baker	S	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Beaumont	Portland	L	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--	L	<input checked="" type="checkbox"/>	L	<input type="checkbox"/>
Boring	Oregon Trail	No Gap	<input type="checkbox"/>	No Gap	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Briggs	Springfield	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Brixner	Klamath County	S	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Broadway	Seaside	L	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Cal Young	Eugene	L	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Calapooia	Greater Albany	M	<input type="checkbox"/>	S	<input type="checkbox"/>	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--
Cascade	Cascade	L	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Cascade	Bend-LaPine	S	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Cascade	Bethel	S	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--

OREGON DEPARTMENT OF EDUCATION

Gap Size: No Gap = < 0 points, S = Small (< 3 points), M = Medium (3-6 points), L = Large (> 6 points)

Gap Closing: Closing, Not Closing

-- Not included in analysis

Note: This table provides achievement gap measures for each school. These measures are not intended to show overall school success.

School Name	District Name	Economically Disadvantaged				Race/Ethnicity							
		Math		Reading		Hispanic				Black			
		Gap Size	Gap Closing	Gap Size	Gap Closing	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Cedar Park	Beaverton	L	<input type="checkbox"/>	M	<input checked="" type="checkbox"/>	L	<input type="checkbox"/>	L	<input checked="" type="checkbox"/>	--	--	--	--
Cedar Ridge	Oregon Trail	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Centennial	Centennial	S	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input checked="" type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>
Chehalem Valley	Newberg	M	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Cheldelin	Corvallis	M	<input type="checkbox"/>	M	<input checked="" type="checkbox"/>	--	--	--	--	--	--	--	--
Claggett Creek	Salem-Keizer	S	<input type="checkbox"/>	S	<input type="checkbox"/>	L	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--
Clear Creek	Gresham-Barlow	M	<input type="checkbox"/>	S	<input type="checkbox"/>	L	<input type="checkbox"/>	M	<input checked="" type="checkbox"/>	--	--	--	--
Coffenberry	South Umpqua	No Gap	<input type="checkbox"/>	No Gap	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Colin Kelly	Eugene	M	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Conestoga	Beaverton	M	<input type="checkbox"/>	M	<input type="checkbox"/>	S	<input checked="" type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--
Coquille Valley	Coquille	M	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Creswell	Creswell	S	<input checked="" type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Crossler	Salem-Keizer	L	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Dexter McCarty	Gresham-Barlow	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Duniway	McMinnville	L	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--
Eagle Point	Eagle Point	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Estacada	Estacada	S	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Evergreen Jr High School	Hillsboro	L	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--
Fern Ridge	Fern Ridge	No Gap	<input type="checkbox"/>	No Gap	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Five Oaks	Beaverton	M	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input checked="" type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>
Fleming	Three Rivers	S	<input checked="" type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Floyd Light	David Douglas	L	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>
Gardiner	Oregon City	S	<input checked="" type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Gordon Russell	Gresham-Barlow	M	<input type="checkbox"/>	M	<input type="checkbox"/>	M	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>	--	--	--	--
Hanby	Central Point	L	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Hauton B Lee	Reynolds	M	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input checked="" type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>
Hazelbrook	Tigard-Tualatin	L	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input checked="" type="checkbox"/>	L	<input checked="" type="checkbox"/>	--	--	--	--
Henley	Klamath County	S	<input checked="" type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--

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Gap Size: No Gap = < 0 points, S = Small (< 3 points), M = Medium (3-6 points), L = Large (> 6 points)

Gap Closing: Closing, Not Closing

-- Not included in analysis

Note: This table provides achievement gap measures for each school. These measures are not intended to show overall school success.

School Name	District Name	Economically Disadvantaged				Race/Ethnicity							
		Math		Reading		Hispanic				Black			
		Gap Size	Gap Closing	Gap Size	Gap Closing	Gap Size	Gap Closing	Gap Size	Gap Closing	Gap Size	Gap Closing	Gap Size	Gap Closing
High Desert	Bend-LaPine	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Highland Park	Beaverton	L	<input type="checkbox"/>	S	<input type="checkbox"/>	L	<input checked="" type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--
Hood River	Hood River County	L	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--
Hosford	Portland	L	<input type="checkbox"/>	S	<input checked="" type="checkbox"/>	--	--	--	--	--	--	--	--
Houck	Salem-Keizer	M	<input checked="" type="checkbox"/>	M	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input checked="" type="checkbox"/>	--	--	--	--
Hugh Hartman	Redmond	M	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Inza R Wood	West Linn-Wilsonville	M	<input checked="" type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
J B Thomas	Hillsboro	L	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--
J W Poynter	Hillsboro	M	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input checked="" type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--
Jackson	Portland	L	<input type="checkbox"/>	M	<input checked="" type="checkbox"/>	--	--	--	--	L	<input type="checkbox"/>	L	<input type="checkbox"/>
James Madison	Eugene	M	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
James Monroe	Eugene	L	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Jefferson County	Jefferson County	L	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--	--	--	--	--
John C Fremont	Douglas County	M	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
John F Kennedy	Eugene	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Joseph Lane	Douglas County	M	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Judson	Salem-Keizer	L	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
La Grande	La Grande	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
LaCreole	Dallas	S	<input checked="" type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
LaPine	Bend-LaPine	S	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Leslie	Salem-Keizer	M	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input checked="" type="checkbox"/>	--	--	--	--
Lincoln	South Lane	S	<input type="checkbox"/>	No Gap	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Lincoln Savage	Three Rivers	S	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Linus Pauling	Corvallis SD	L	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Mark Twain	Silver Falls	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Meadow Park	Beaverton	L	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--
Memorial	Greater Albany	M	<input checked="" type="checkbox"/>	S	<input checked="" type="checkbox"/>	--	--	--	--	--	--	--	--
Molalla River	Molalla River	S	<input checked="" type="checkbox"/>	S	<input type="checkbox"/>	S	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>	--	--	--	--

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Gap Closing: Closing, Not Closing

-- Not included in analysis

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		Math		Reading		Hispanic				Black			
		Gap Size	Gap Closing	Gap Size	Gap Closing	Gap Size	Gap Closing	Gap Size	Gap Closing	Gap Size	Gap Closing	Gap Size	Gap Closing
Mountain View	Beaverton	M	<input type="checkbox"/>	S	<input type="checkbox"/>	M	<input type="checkbox"/>	M	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input type="checkbox"/>
Mountain View	Newberg	M	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input checked="" type="checkbox"/>	L	<input checked="" type="checkbox"/>	--	--	--	--
Mt Tabor	Portland	L	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	L	<input type="checkbox"/>	L	<input type="checkbox"/>
Neil Armstrong	Forest Grove	M	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input checked="" type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--
North Albany	Greater Albany	L	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
North Marion	North Marion	M	<input type="checkbox"/>	S	<input type="checkbox"/>	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--
North	Grants Pass	L	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Oaklea	Junction City	S	<input type="checkbox"/>	S	<input checked="" type="checkbox"/>	--	--	--	--	--	--	--	--
Obsidian	Redmond	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Ogden	Oregon City	S	<input checked="" type="checkbox"/>	S	<input checked="" type="checkbox"/>	--	--	--	--	--	--	--	--
Ontario	Ontario	--	--	--	--	L	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--
Parkrose	Parkrose	S	<input checked="" type="checkbox"/>	S	<input type="checkbox"/>	--	--	M	<input type="checkbox"/>	S	<input type="checkbox"/>	M	<input type="checkbox"/>
Patton	McMinnville	L	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--
Philomath	Philomath	L	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Pilot Butte	Bend-LaPine	S	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
R A Brown	Hillsboro	M	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input checked="" type="checkbox"/>	L	<input checked="" type="checkbox"/>	M	<input type="checkbox"/>	L	<input type="checkbox"/>
Rowe	North Clackamas	M	<input type="checkbox"/>	M	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--
Sandstone	Hermiston	M	<input type="checkbox"/>	M	<input type="checkbox"/>	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--
Scenic	Central Point	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Sellwood	Portland	L	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Seven Oak	Lebanon	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Shasta	Bethel	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Siuslaw	Siuslaw	S	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Sky View	Bend-LaPine	S	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
South	Grants Pass	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Spencer Butte	Eugene	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
St Helens	St Helens	S	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Stayton	North Santiam	L	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Stephens	Salem-Keizer	S	<input type="checkbox"/>	S	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--

OREGON DEPARTMENT OF EDUCATION

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School Name	District Name	Economically Disadvantaged				Race/Ethnicity							
		Math		Reading		Hispanic				Black			
		Gap Size	Gap Closing	Gap Size	Gap Closing	Gap Size	Gap Closing	Gap Size	Gap Closing	Gap Size	Gap Closing	Gap Size	Gap Closing
Sunridge	Pendleton	M	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Sutherlin	Sutherlin	S	<input type="checkbox"/>	No Gap	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Sweet Home	Sweet Home	S	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Talent	Phoenix-Talent	M	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--
Talmadge	Central	M	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input checked="" type="checkbox"/>	--	--	--	--
The Dalles	North Wasco County	M	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--
Theodore Roosevelt	Eugene	L	<input type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Thomas R Fowler	Tigard-Tualatin	M	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--
Thurston	Springfield	S	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Tillamook	Tillamook	M	<input type="checkbox"/>	M	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input checked="" type="checkbox"/>	--	--	--	--
Twality	Tigard-Tualatin	L	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--
Walker	Salem-Keizer	M	<input type="checkbox"/>	M	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>	M	<input checked="" type="checkbox"/>	--	--	--	--
Walt Morey	Reynolds	M	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Walter L Kraxberger	Gladstone	S	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Whiteaker	Salem-Keizer	S	<input checked="" type="checkbox"/>	S	<input checked="" type="checkbox"/>	M	<input type="checkbox"/>	--	--	--	--	--	--
Whitford	Beaverton	L	<input type="checkbox"/>	M	<input type="checkbox"/>	L	<input checked="" type="checkbox"/>	L	<input checked="" type="checkbox"/>	--	--	--	--
Winston	Winston-Dillard	S	<input type="checkbox"/>	S	<input type="checkbox"/>	--	--	--	--	--	--	--	--
Wy'East	Hood River County SD	S	<input type="checkbox"/>	S	<input type="checkbox"/>	L	<input checked="" type="checkbox"/>	L	<input type="checkbox"/>	--	--	--	--

Appendix B – State Reading Achievement Gap Figures

Figure 18: 8th Grade Reading Economically Disadvantaged Achievement Gap, 2004-05 to 2011-12

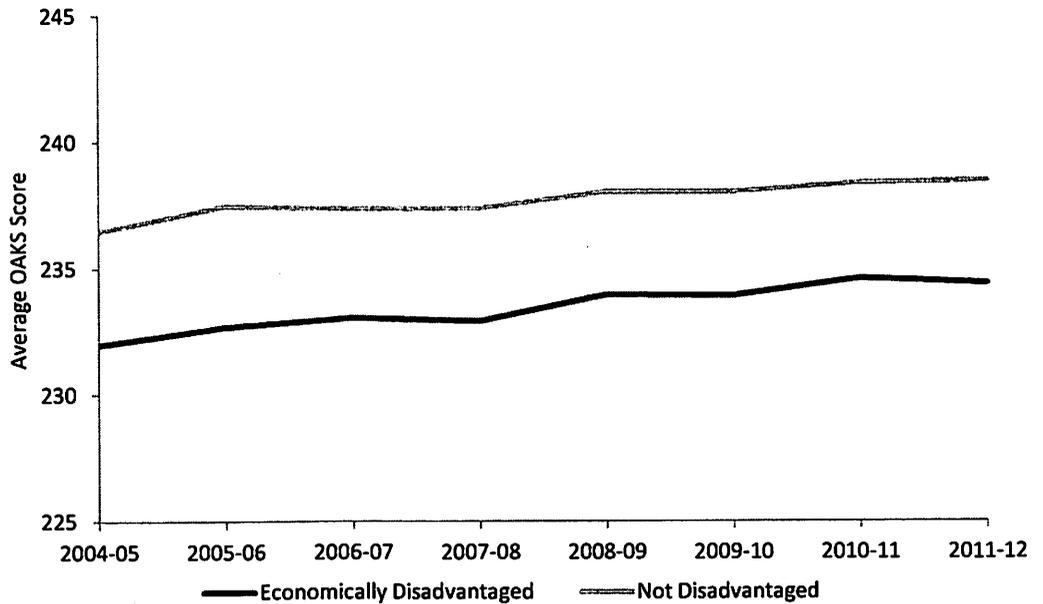
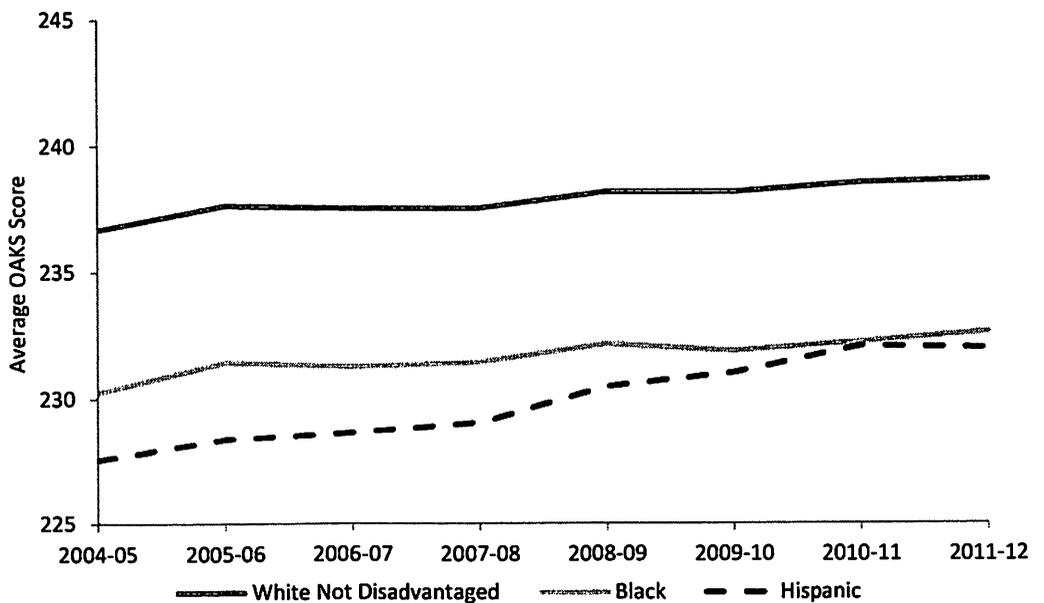
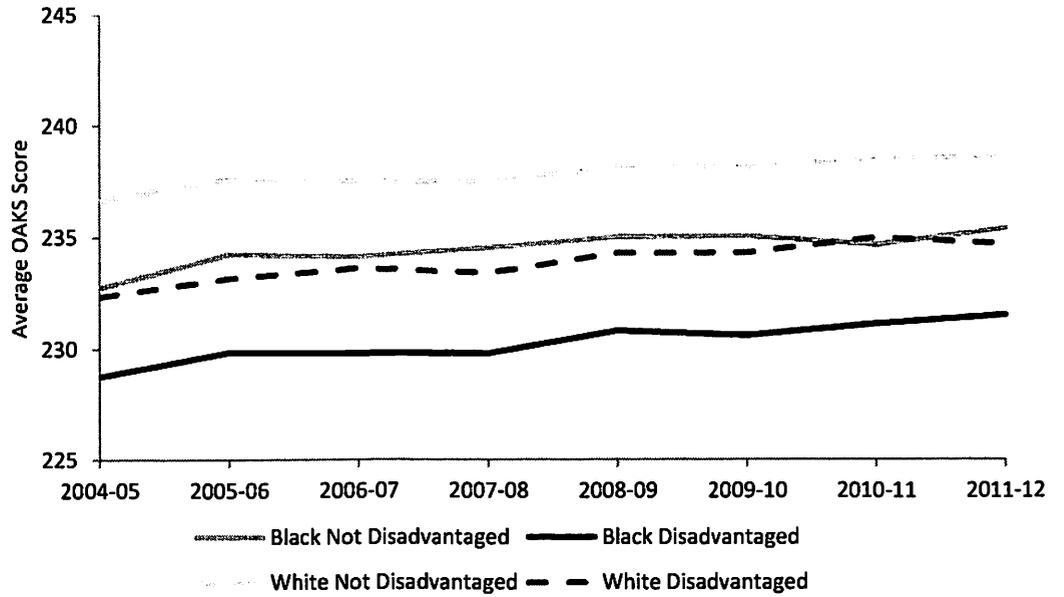


Figure 19: 8th Grade Reading Hispanic and Black Achievement Gaps, 2004-05 to 2011-12



*Note: In 2009-10, the U.S. Department of Education changed race/ethnicity definitions.

Figure 20: 8th Grade Reading Black Achievement Gap by Economically Disadvantaged Status, 2004-05 to 2011-12



*Note: In 2009-10, the U.S. Department of Education changed race/ethnicity definitions.

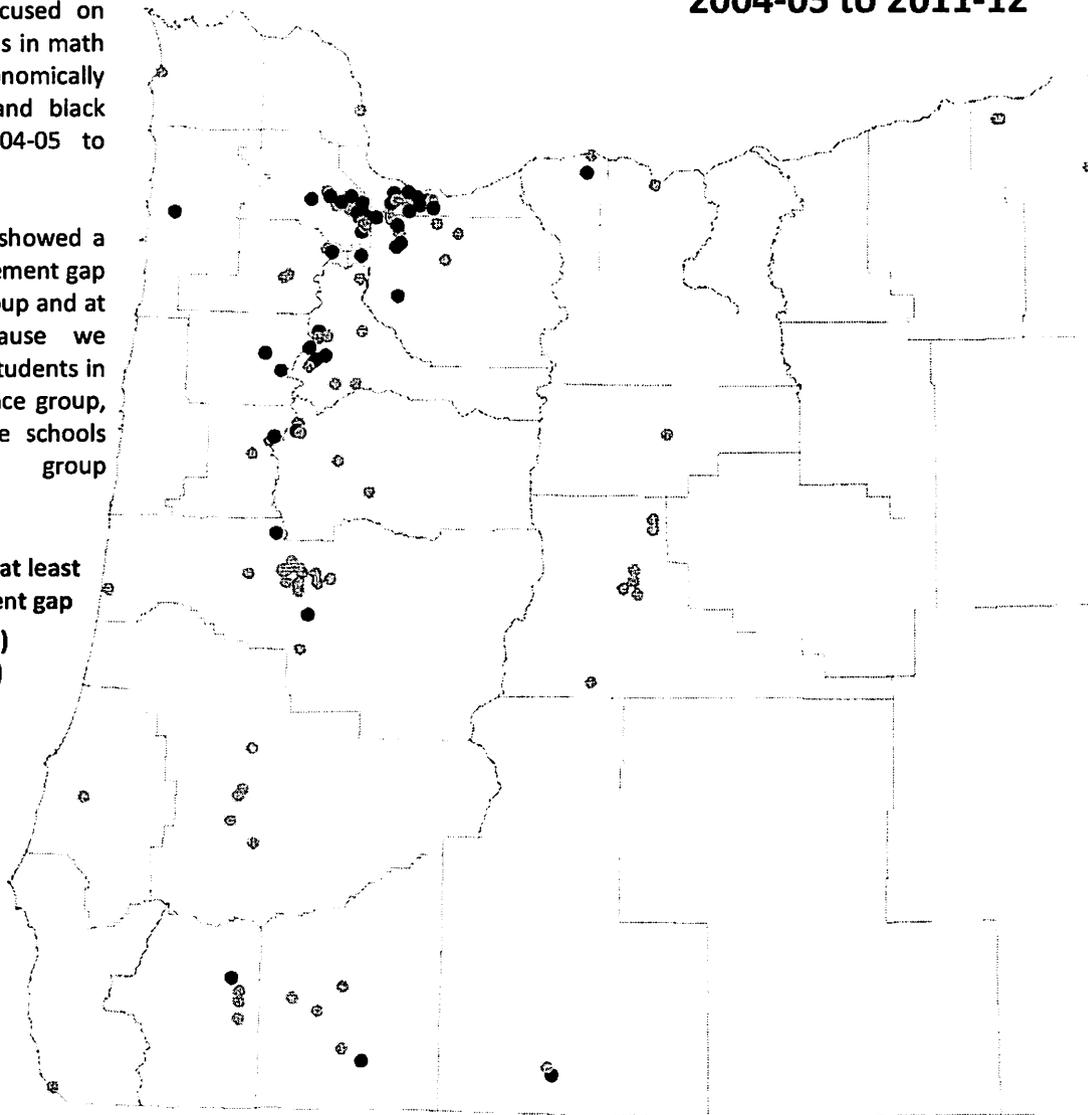
Appendix C - Map of School Achievement 2004-05 to 2011-12

We analyzed whether 120 middle schools showed a trend of closing achievement gaps. We focused on 8th grade achievement gaps in math and reading for economically disadvantaged, Hispanic, and black student groups from 2004-05 to 2011-12.

Thirty-nine of the schools showed a trend of closing the achievement gap for at least one student group and at least one subject. Because we needed a minimum of 20 students in each subgroup and reference group, we excluded some middle schools with small student group populations.

Schools closing at least one achievement gap

- Yes (39)
- ⊕ No (81)



Report Number 2014-10
ODE Achievement Gap Efforts

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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Version / Column Comparison Report - Detail
2015-17 Biennium
Department Operations**

Cross Reference Number:58100-100-00-00-00000

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
BEGINNING BALANCE				
0025 Beginning Balance				
3200 Other Funds Non-Ltd	4,251,033	4,251,033	0	-
3400 Other Funds Ltd	12,598,682	12,598,682	0	-
All Funds	16,849,715	16,849,715	0	-
REVENUE CATEGORIES				
GENERAL FUND APPROPRIATION				
0050 General Fund Appropriation				
8000 General Fund	53,239,421	53,239,421	0	-
LICENSES AND FEES				
0205 Business Lic and Fees				
3400 Other Funds Ltd	509,791	509,791	0	-
CHARGES FOR SERVICES				
0410 Charges for Services				
3400 Other Funds Ltd	1,947,146	1,947,146	0	-
0415 Admin and Service Charges				
3400 Other Funds Ltd	55,915	55,915	0	-
TOTAL CHARGES FOR SERVICES				
3400 Other Funds Ltd	2,003,061	2,003,061	0	-
INTEREST EARNINGS				
0605 Interest Income				
3200 Other Funds Non-Ltd	1,000	1,000	0	-
3400 Other Funds Ltd	19,000	19,000	0	-
All Funds	20,000	20,000	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Version / Column Comparison Report - Detail
2015-17 Biennium
Department Operations**

Cross Reference Number:58100-100-00-00-00000

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
DONATIONS AND CONTRIBUTIONS				
0905 Donations				
3400 Other Funds Ltd	17,500	17,500	0	-
OTHER				
0975 Other Revenues				
3200 Other Funds Non-Ltd	2,704,452	2,704,452	0	-
3400 Other Funds Ltd	13,963,670	13,963,670	0	-
All Funds	16,668,122	16,668,122	0	-
FEDERAL FUNDS REVENUE				
0995 Federal Funds				
6400 Federal Funds Ltd	82,076,199	82,076,199	0	-
TRANSFERS IN				
1020 Transfer In - Indirect Cost				
3400 Other Funds Ltd	6,979,267	6,979,267	0	-
1050 Transfer In Other				
3400 Other Funds Ltd	4,333,655	4,333,655	0	-
1060 Transfer from General Fund				
3400 Other Funds Ltd	3,466,250	3,466,250	0	-
1525 Tsfr From HECC				
3400 Other Funds Ltd	721,000	721,000	0	-
1730 Tsfr From Transportation, Dept				
3400 Other Funds Ltd	133,900	133,900	0	-
TOTAL TRANSFERS IN				
3400 Other Funds Ltd	15,634,072	15,634,072	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-100-00-00-00000

2015-17 Biennium

Department Operations

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL REVENUES				
8000 General Fund	53,239,421	53,239,421	0	-
3200 Other Funds Non-Ltd	2,705,452	2,705,452	0	-
3400 Other Funds Ltd	32,147,094	32,147,094	0	-
6400 Federal Funds Ltd	82,076,199	82,076,199	0	-
TOTAL REVENUES	\$170,168,166	\$170,168,166	0	-
TRANSFERS OUT				
2020 Transfer Out - Indirect Cost				
6400 Federal Funds Ltd	(6,979,267)	(6,979,267)	0	-
AVAILABLE REVENUES				
8000 General Fund	53,239,421	53,239,421	0	-
3200 Other Funds Non-Ltd	6,956,485	6,956,485	0	-
3400 Other Funds Ltd	44,745,776	44,745,776	0	-
6400 Federal Funds Ltd	75,096,932	75,096,932	0	-
TOTAL AVAILABLE REVENUES	\$180,038,614	\$180,038,614	0	-
EXPENDITURES				
PERSONAL SERVICES				
SALARIES & WAGES				
3110 Class/Unclass Sal. and Per Diem				
8000 General Fund	21,045,411	21,045,411	0	-
3400 Other Funds Ltd	8,038,435	8,038,435	0	-
6400 Federal Funds Ltd	23,438,049	23,438,049	0	-
All Funds	52,521,895	52,521,895	0	-
3160 Temporary Appointments				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-100-00-00-00000

2015-17 Biennium

Department Operations

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	635,049	635,049	0	-
3400 Other Funds Ltd	268,341	268,341	0	-
6400 Federal Funds Ltd	12,543	12,543	0	-
All Funds	915,933	915,933	0	-
TOTAL SALARIES & WAGES				
8000 General Fund	21,680,460	21,680,460	0	-
3400 Other Funds Ltd	8,306,776	8,306,776	0	-
6400 Federal Funds Ltd	23,450,592	23,450,592	0	-
TOTAL SALARIES & WAGES	\$53,437,828	\$53,437,828	0	-
OTHER PAYROLL EXPENSES				
3210 Empl. Rel. Bd. Assessments				
8000 General Fund	7,078	7,078	0	-
3400 Other Funds Ltd	2,844	2,844	0	-
6400 Federal Funds Ltd	7,898	7,898	0	-
All Funds	17,820	17,820	0	-
3220 Public Employees' Retire Cont				
8000 General Fund	3,319,450	3,319,450	0	-
3400 Other Funds Ltd	1,269,285	1,269,285	0	-
6400 Federal Funds Ltd	3,700,897	3,700,897	0	-
All Funds	8,289,632	8,289,632	0	-
3221 Pension Obligation Bond				
8000 General Fund	1,183,767	1,183,767	0	-
3400 Other Funds Ltd	432,873	432,873	0	-
6400 Federal Funds Ltd	1,430,024	1,430,024	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-100-00-00-00000

2015-17 Biennium

Department Operations

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
All Funds	3,046,664	3,046,664	0	-
3230 Social Security Taxes				
8000 General Fund	1,644,134	1,644,134	0	-
3400 Other Funds Ltd	631,393	631,393	0	-
6400 Federal Funds Ltd	1,789,366	1,789,366	0	-
All Funds	4,064,893	4,064,893	0	-
3240 Unemployment Assessments				
8000 General Fund	59,513	59,513	0	-
3400 Other Funds Ltd	20,633	20,633	0	-
6400 Federal Funds Ltd	33,131	33,131	0	-
All Funds	113,277	113,277	0	-
3250 Worker's Comp. Assess. (WCD)				
8000 General Fund	11,073	11,073	0	-
3400 Other Funds Ltd	4,473	4,473	0	-
6400 Federal Funds Ltd	12,393	12,393	0	-
All Funds	27,939	27,939	0	-
3260 Mass Transit Tax				
8000 General Fund	124,927	124,927	0	-
3400 Other Funds Ltd	46,294	46,294	0	-
All Funds	171,221	171,221	0	-
3270 Flexible Benefits				
8000 General Fund	4,823,645	4,823,645	0	-
3400 Other Funds Ltd	1,972,630	1,972,630	0	-
6400 Federal Funds Ltd	5,414,925	5,414,925	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-100-00-00-00000

2015-17 Biennium

Department Operations

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
All Funds	12,211,200	12,211,200	0	-
3280 Other OPE				
8000 General Fund	54,116	54,116	0	-
3400 Other Funds Ltd	300,000	300,000	0	-
All Funds	354,116	354,116	0	-
TOTAL OTHER PAYROLL EXPENSES				
8000 General Fund	11,227,703	11,227,703	0	-
3400 Other Funds Ltd	4,680,425	4,680,425	0	-
6400 Federal Funds Ltd	12,388,634	12,388,634	0	-
TOTAL OTHER PAYROLL EXPENSES	\$28,296,762	\$28,296,762	0	-
P.S. BUDGET ADJUSTMENTS				
3455 Vacancy Savings				
8000 General Fund	(311,453)	(311,453)	0	-
3400 Other Funds Ltd	(64,574)	(64,574)	0	-
6400 Federal Funds Ltd	(146,696)	(146,696)	0	-
All Funds	(522,723)	(522,723)	0	-
TOTAL PERSONAL SERVICES				
8000 General Fund	32,596,710	32,596,710	0	-
3400 Other Funds Ltd	12,922,627	12,922,627	0	-
6400 Federal Funds Ltd	35,692,530	35,692,530	0	-
TOTAL PERSONAL SERVICES	\$81,211,867	\$81,211,867	0	-
SERVICES & SUPPLIES				
4100 Instate Travel				
8000 General Fund	383,224	383,224	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-100-00-00-00000

2015-17 Biennium

Department Operations

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3200 Other Funds Non-Ltd	5,093	5,093	0	-
3400 Other Funds Ltd	252,000	252,000	0	-
6400 Federal Funds Ltd	1,351,024	1,351,024	0	-
All Funds	1,991,341	1,991,341	0	-
4125 Out of State Travel				
8000 General Fund	173,614	173,614	0	-
3400 Other Funds Ltd	110,654	110,654	0	-
6400 Federal Funds Ltd	447,122	447,122	0	-
All Funds	731,390	731,390	0	-
4150 Employee Training				
8000 General Fund	100,443	100,443	0	-
3400 Other Funds Ltd	182,676	182,676	0	-
6400 Federal Funds Ltd	301,011	301,011	0	-
All Funds	584,130	584,130	0	-
4175 Office Expenses				
8000 General Fund	703,275	703,275	0	-
3200 Other Funds Non-Ltd	4,000	4,000	0	-
3400 Other Funds Ltd	347,463	347,463	0	-
6400 Federal Funds Ltd	1,211,799	1,211,799	0	-
All Funds	2,266,537	2,266,537	0	-
4200 Telecommunications				
8000 General Fund	131,654	131,654	0	-
3400 Other Funds Ltd	47,349	47,349	0	-
6400 Federal Funds Ltd	348,256	348,256	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Version / Column Comparison Report - Detail
2015-17 Biennium
Department Operations**

Cross Reference Number:58100-100-00-00-00000

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
All Funds	527,259	527,259	0	-
4225 State Gov. Service Charges				
8000 General Fund	3,003,656	3,003,656	0	-
3400 Other Funds Ltd	210,113	210,113	0	-
6400 Federal Funds Ltd	2,926	2,926	0	-
All Funds	3,216,695	3,216,695	0	-
4250 Data Processing				
8000 General Fund	74,519	74,519	0	-
3400 Other Funds Ltd	9,895	9,895	0	-
6400 Federal Funds Ltd	223,431	223,431	0	-
All Funds	307,845	307,845	0	-
4275 Publicity and Publications				
8000 General Fund	38,058	38,058	0	-
3400 Other Funds Ltd	6,757	6,757	0	-
6400 Federal Funds Ltd	26,567	26,567	0	-
All Funds	71,382	71,382	0	-
4300 Professional Services				
8000 General Fund	7,942,665	7,942,665	0	-
3200 Other Funds Non-Ltd	42,480	42,480	0	-
3400 Other Funds Ltd	4,065,384	4,065,384	0	-
6400 Federal Funds Ltd	23,327,196	23,327,196	0	-
All Funds	35,377,725	35,377,725	0	-
4315 IT Professional Services				
8000 General Fund	348,294	348,294	0	-

01/21/15
1:07 PM

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Version / Column Comparison Report - Detail
2015-17 Biennium
Department Operations**

Cross Reference Number:58100-100-00-00-00000

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	162,707	162,707	0	-
6400 Federal Funds Ltd	696,749	696,749	0	-
All Funds	1,207,750	1,207,750	0	-
4325 Attorney General				
8000 General Fund	703,536	703,536	0	-
3400 Other Funds Ltd	192,487	192,487	0	-
6400 Federal Funds Ltd	97,998	97,998	0	-
All Funds	994,021	994,021	0	-
4375 Employee Recruitment and Develop				
8000 General Fund	59,050	59,050	0	-
3400 Other Funds Ltd	13,294	13,294	0	-
6400 Federal Funds Ltd	9,000	9,000	0	-
All Funds	81,344	81,344	0	-
4400 Dues and Subscriptions				
8000 General Fund	367,379	367,379	0	-
3400 Other Funds Ltd	25,787	25,787	0	-
6400 Federal Funds Ltd	573,046	573,046	0	-
All Funds	966,212	966,212	0	-
4425 Facilities Rental and Taxes				
8000 General Fund	1,387,520	1,387,520	0	-
3400 Other Funds Ltd	1,084,055	1,084,055	0	-
6400 Federal Funds Ltd	255,769	255,769	0	-
All Funds	2,727,344	2,727,344	0	-
4450 Fuels and Utilities				

01/21/15
1:07 PM

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail
 2015-17 Biennium
 Department Operations

Cross Reference Number:58100-100-00-00-00000

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	2,348	2,348	0	-
3400 Other Funds Ltd	2,122	2,122	0	-
6400 Federal Funds Ltd	28,442	28,442	0	-
All Funds	32,912	32,912	0	-
4475 Facilities Maintenance				
8000 General Fund	4,190	4,190	0	-
3400 Other Funds Ltd	3,913	3,913	0	-
6400 Federal Funds Ltd	42,295	42,295	0	-
All Funds	50,398	50,398	0	-
4525 Medical Services and Supplies				
8000 General Fund	100	100	0	-
4575 Agency Program Related S and S				
8000 General Fund	2,186,029	2,186,029	0	-
3200 Other Funds Non-Ltd	2,552,252	2,552,252	0	-
3400 Other Funds Ltd	4,304,121	4,304,121	0	-
6400 Federal Funds Ltd	2,227,521	2,227,521	0	-
All Funds	11,269,923	11,269,923	0	-
4650 Other Services and Supplies				
8000 General Fund	568,250	568,250	0	-
3400 Other Funds Ltd	836,966	836,966	0	-
6400 Federal Funds Ltd	2,539,907	2,539,907	0	-
All Funds	3,945,123	3,945,123	0	-
4700 Expendable Prop 250 - 5000				
8000 General Fund	115,813	115,813	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number:58100-100-00-00-00000

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	9,099	9,099	0	-
6400 Federal Funds Ltd	131,919	131,919	0	-
All Funds	256,831	256,831	0	-
4715 IT Expendable Property				
8000 General Fund	237,465	237,465	0	-
3400 Other Funds Ltd	302,172	302,172	0	-
6400 Federal Funds Ltd	603,749	603,749	0	-
All Funds	1,143,386	1,143,386	0	-
TOTAL SERVICES & SUPPLIES				
8000 General Fund	18,531,082	18,531,082	0	-
3200 Other Funds Non-Ltd	2,603,825	2,603,825	0	-
3400 Other Funds Ltd	12,169,014	12,169,014	0	-
6400 Federal Funds Ltd	34,445,727	34,445,727	0	-
TOTAL SERVICES & SUPPLIES	\$67,749,648	\$67,749,648	0	-
CAPITAL OUTLAY				
5150 Telecommunications Equipment				
8000 General Fund	13,235	13,235	0	-
3400 Other Funds Ltd	3,490	3,490	0	-
6400 Federal Funds Ltd	4,246	4,246	0	-
All Funds	20,971	20,971	0	-
5550 Data Processing Software				
8000 General Fund	87,087	87,087	0	-
5600 Data Processing Hardware				
8000 General Fund	11,307	11,307	0	-

01/21/15
1:07 PM

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-100-00-00-00000

2015-17 Biennium

Department Operations

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	334	334	0	-
6400 Federal Funds Ltd	230,830	230,830	0	-
All Funds	242,471	242,471	0	-
TOTAL CAPITAL OUTLAY				
8000 General Fund	111,629	111,629	0	-
3400 Other Funds Ltd	3,824	3,824	0	-
6400 Federal Funds Ltd	235,076	235,076	0	-
TOTAL CAPITAL OUTLAY	\$350,529	\$350,529	0	-
SPECIAL PAYMENTS				
6025 Dist to Other Gov Unit				
3200 Other Funds Non-Ltd	70,627	70,627	0	-
6030 Dist to Non-Gov Units				
3200 Other Funds Non-Ltd	30,000	30,000	0	-
6400 Federal Funds Ltd	109,201	109,201	0	-
All Funds	139,201	139,201	0	-
6040 Dist to Local School Districts				
8000 General Fund	2,000,000	2,000,000	0	-
6045 Dist to Comm College Districts				
6400 Federal Funds Ltd	48,174	48,174	0	-
6085 Other Special Payments				
6400 Federal Funds Ltd	17,179	17,179	0	-
6525 Spc Pmt to HECC				
6400 Federal Funds Ltd	1,995,004	1,995,004	0	-
TOTAL SPECIAL PAYMENTS				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number:58100-100-00-00-00000

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	2,000,000	2,000,000	0	-
3200 Other Funds Non-Ltd	100,627	100,627	0	-
6400 Federal Funds Ltd	2,169,558	2,169,558	0	-
TOTAL SPECIAL PAYMENTS	\$4,270,185	\$4,270,185	0	-
TOTAL EXPENDITURES				
8000 General Fund	53,239,421	53,239,421	0	-
3200 Other Funds Non-Ltd	2,704,452	2,704,452	0	-
3400 Other Funds Ltd	25,095,465	25,095,465	0	-
6400 Federal Funds Ltd	72,542,891	72,542,891	0	-
TOTAL EXPENDITURES	\$153,582,229	\$153,582,229	0	-
ENDING BALANCE				
3200 Other Funds Non-Ltd	4,252,033	4,252,033	0	-
3400 Other Funds Ltd	19,650,311	19,650,311	0	-
6400 Federal Funds Ltd	2,554,041	2,554,041	0	-
TOTAL ENDING BALANCE	\$26,456,385	\$26,456,385	0	-
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	405	405	0	-
AUTHORIZED FTE				
8250 Class/Unclass FTE Positions	389.49	389.49	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-200-00-00-00000

2015-17 Biennium

OSD

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
BEGINNING BALANCE				
0025 Beginning Balance				
3200 Other Funds Non-Ltd	60,545	60,545	0	-
3400 Other Funds Ltd	3,806,595	3,806,595	0	-
All Funds	3,867,140	3,867,140	0	-
REVENUE CATEGORIES				
GENERAL FUND APPROPRIATION				
0050 General Fund Appropriation				
8000 General Fund	11,446,466	11,446,466	0	-
CHARGES FOR SERVICES				
0410 Charges for Services				
3400 Other Funds Ltd	464,176	464,176	0	-
FINES, RENTS AND ROYALTIES				
0510 Rents and Royalties				
3400 Other Funds Ltd	310,846	310,846	0	-
SALES INCOME				
0705 Sales Income				
3400 Other Funds Ltd	32,868	32,868	0	-
OTHER				
0975 Other Revenues				
3400 Other Funds Ltd	1,733,059	1,733,059	0	-
FEDERAL FUNDS REVENUE				
0995 Federal Funds				
6400 Federal Funds Ltd	508,291	508,291	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-200-00-00-00000

2015-17 Biennium

OSD

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TRANSFERS IN				
1060 Transfer from General Fund				
3400 Other Funds Ltd	1,731,684	1,731,684	0	-
TOTAL REVENUES				
8000 General Fund	11,446,466	11,446,466	0	-
3400 Other Funds Ltd	4,272,633	4,272,633	0	-
6400 Federal Funds Ltd	508,291	508,291	0	-
TOTAL REVENUES	\$16,227,390	\$16,227,390	0	-
AVAILABLE REVENUES				
8000 General Fund	11,446,466	11,446,466	0	-
3200 Other Funds Non-Ltd	60,545	60,545	0	-
3400 Other Funds Ltd	8,079,228	8,079,228	0	-
6400 Federal Funds Ltd	508,291	508,291	0	-
TOTAL AVAILABLE REVENUES	\$20,094,530	\$20,094,530	0	-
EXPENDITURES				
PERSONAL SERVICES				
SALARIES & WAGES				
3110 Class/Unclass Sal. and Per Diem				
8000 General Fund	6,630,962	6,630,962	0	-
3400 Other Funds Ltd	849,702	849,702	0	-
6400 Federal Funds Ltd	148,059	148,059	0	-
All Funds	7,628,723	7,628,723	0	-
3160 Temporary Appointments				
8000 General Fund	95,138	95,138	0	-

01/21/15

Page 15 of 40

ANA100A - Version / Column Comparison Report - Detail

1:07 PM

ANA100A

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-200-00-00-00000

2015-17 Biennium

OSD

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	46,577	46,577	0	-
All Funds	141,715	141,715	0	-
3170 Overtime Payments				
8000 General Fund	96,100	96,100	0	-
3180 Shift Differential				
8000 General Fund	40,950	40,950	0	-
3190 All Other Differential				
8000 General Fund	492,526	492,526	0	-
3400 Other Funds Ltd	126,250	126,250	0	-
All Funds	618,776	618,776	0	-
TOTAL SALARIES & WAGES				
8000 General Fund	7,355,676	7,355,676	0	-
3400 Other Funds Ltd	1,022,529	1,022,529	0	-
6400 Federal Funds Ltd	148,059	148,059	0	-
TOTAL SALARIES & WAGES	\$8,526,264	\$8,526,264	0	-
OTHER PAYROLL EXPENSES				
3210 Empl. Rel. Bd. Assessments				
8000 General Fund	2,924	2,924	0	-
3400 Other Funds Ltd	468	468	0	-
6400 Federal Funds Ltd	76	76	0	-
All Funds	3,468	3,468	0	-
3220 Public Employees' Retire Cont				
8000 General Fund	1,146,444	1,146,444	0	-
3400 Other Funds Ltd	154,099	154,099	0	-

01/21/15

Page 16 of 40

ANA100A - Version / Column Comparison Report - Detail

1:07 PM

ANA100A

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-200-00-00-00000

2015-17 Biennium

OSD

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
6400 Federal Funds Ltd	23,378	23,378	0	-
All Funds	1,323,921	1,323,921	0	-
3221 Pension Obligation Bond				
8000 General Fund	421,925	421,925	0	-
3400 Other Funds Ltd	55,732	55,732	0	-
6400 Federal Funds Ltd	8,532	8,532	0	-
All Funds	486,189	486,189	0	-
3230 Social Security Taxes				
8000 General Fund	562,713	562,713	0	-
3400 Other Funds Ltd	78,221	78,221	0	-
6400 Federal Funds Ltd	11,327	11,327	0	-
All Funds	652,261	652,261	0	-
3240 Unemployment Assessments				
8000 General Fund	3,232	3,232	0	-
3250 Worker's Comp. Assess. (WCD)				
8000 General Fund	4,583	4,583	0	-
3400 Other Funds Ltd	732	732	0	-
6400 Federal Funds Ltd	119	119	0	-
All Funds	5,434	5,434	0	-
3260 Mass Transit Tax				
8000 General Fund	43,570	43,570	0	-
3400 Other Funds Ltd	5,952	5,952	0	-
All Funds	49,522	49,522	0	-
3270 Flexible Benefits				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-200-00-00-00000

2015-17 Biennium

OSD

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	1,969,677	1,969,677	0	-
3400 Other Funds Ltd	263,192	263,192	0	-
6400 Federal Funds Ltd	52,915	52,915	0	-
All Funds	2,285,784	2,285,784	0	-
TOTAL OTHER PAYROLL EXPENSES				
8000 General Fund	4,155,068	4,155,068	0	-
3400 Other Funds Ltd	558,396	558,396	0	-
6400 Federal Funds Ltd	96,347	96,347	0	-
TOTAL OTHER PAYROLL EXPENSES	\$4,809,811	\$4,809,811	0	-
P.S. BUDGET ADJUSTMENTS				
3455 Vacancy Savings				
8000 General Fund	(64,278)	(64,278)	0	-
3400 Other Funds Ltd	(9,884)	(9,884)	0	-
6400 Federal Funds Ltd	(1,332)	(1,332)	0	-
All Funds	(75,494)	(75,494)	0	-
TOTAL PERSONAL SERVICES				
8000 General Fund	11,446,466	11,446,466	0	-
3400 Other Funds Ltd	1,571,041	1,571,041	0	-
6400 Federal Funds Ltd	243,074	243,074	0	-
TOTAL PERSONAL SERVICES	\$13,260,581	\$13,260,581	0	-
SERVICES & SUPPLIES				
4100 Instate Travel				
3400 Other Funds Ltd	6,077	6,077	0	-
4125 Out of State Travel				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-200-00-00-00000

2015-17 Biennium

OSD

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	1,083	1,083	0	-
6400 Federal Funds Ltd	1,783	1,783	0	-
All Funds	2,866	2,866	0	-
4150 Employee Training				
3400 Other Funds Ltd	11,237	11,237	0	-
6400 Federal Funds Ltd	1,929	1,929	0	-
All Funds	13,166	13,166	0	-
4175 Office Expenses				
3400 Other Funds Ltd	46,910	46,910	0	-
6400 Federal Funds Ltd	244	244	0	-
All Funds	47,154	47,154	0	-
4200 Telecommunications				
3400 Other Funds Ltd	38,392	38,392	0	-
4250 Data Processing				
3400 Other Funds Ltd	814	814	0	-
4300 Professional Services				
3400 Other Funds Ltd	235,590	235,590	0	-
6400 Federal Funds Ltd	33,964	33,964	0	-
All Funds	269,554	269,554	0	-
4400 Dues and Subscriptions				
3400 Other Funds Ltd	16,128	16,128	0	-
4450 Fuels and Utilities				
3400 Other Funds Ltd	465,439	465,439	0	-
4475 Facilities Maintenance				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-200-00-00-00000

2015-17 Biennium

OSD

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	640,000	640,000	0	-
4500 Food and Kitchen Supplies				
3400 Other Funds Ltd	194,930	194,930	0	-
4525 Medical Services and Supplies				
3400 Other Funds Ltd	2,711	2,711	0	-
4550 Other Care of Residents and Patients				
3400 Other Funds Ltd	803	803	0	-
4575 Agency Program Related S and S				
3400 Other Funds Ltd	145,954	145,954	0	-
6400 Federal Funds Ltd	23,339	23,339	0	-
All Funds	169,293	169,293	0	-
4650 Other Services and Supplies				
3400 Other Funds Ltd	148,624	148,624	0	-
6400 Federal Funds Ltd	175,000	175,000	0	-
All Funds	323,624	323,624	0	-
4700 Expendable Prop 250 - 5000				
3400 Other Funds Ltd	172,204	172,204	0	-
6400 Federal Funds Ltd	22,967	22,967	0	-
All Funds	195,171	195,171	0	-
4715 IT Expendable Property				
3400 Other Funds Ltd	21,658	21,658	0	-
TOTAL SERVICES & SUPPLIES				
3400 Other Funds Ltd	2,148,554	2,148,554	0	-
6400 Federal Funds Ltd	259,226	259,226	0	-

01/21/15

Page 20 of 40

ANA100A - Version / Column Comparison Report - Detail

1:07 PM

ANA100A

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-200-00-00-00000

2015-17 Biennium

OSD

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL SERVICES & SUPPLIES	\$2,407,780	\$2,407,780	0	-
TOTAL EXPENDITURES				
8000 General Fund	11,446,466	11,446,466	0	-
3400 Other Funds Ltd	3,719,595	3,719,595	0	-
6400 Federal Funds Ltd	502,300	502,300	0	-
TOTAL EXPENDITURES	\$15,668,361	\$15,668,361	0	-
ENDING BALANCE				
3200 Other Funds Non-Ltd	60,545	60,545	0	-
3400 Other Funds Ltd	4,359,633	4,359,633	0	-
6400 Federal Funds Ltd	5,991	5,991	0	-
TOTAL ENDING BALANCE	\$4,426,169	\$4,426,169	0	-
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	82	82	0	-
AUTHORIZED FTE				
8250 Class/Unclass FTE Positions	75.08	75.08	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-250-00-00-00000

2015-17 Biennium

Youth Corrections Educational Program

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
BEGINNING BALANCE				
0025 Beginning Balance				
3400 Other Funds Ltd	1,065,719	1,065,719	0	-
REVENUE CATEGORIES				
OTHER				
0975 Other Revenues				
3400 Other Funds Ltd	971,000	971,000	0	-
FEDERAL FUNDS REVENUE				
0995 Federal Funds				
6400 Federal Funds Ltd	2,300,000	2,300,000	0	-
TRANSFERS IN				
1060 Transfer from General Fund				
3400 Other Funds Ltd	14,466,127	14,466,127	0	-
TOTAL REVENUES				
3400 Other Funds Ltd	15,437,127	15,437,127	0	-
6400 Federal Funds Ltd	2,300,000	2,300,000	0	-
TOTAL REVENUES	\$17,737,127	\$17,737,127	0	-
AVAILABLE REVENUES				
3400 Other Funds Ltd	16,502,846	16,502,846	0	-
6400 Federal Funds Ltd	2,300,000	2,300,000	0	-
TOTAL AVAILABLE REVENUES	\$18,802,846	\$18,802,846	0	-
EXPENDITURES				
PERSONAL SERVICES				
SALARIES & WAGES				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-250-00-00-00000

2015-17 Biennium

Youth Corrections Educational Program

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3110 Class/Unclass Sal. and Per Diem				
3400 Other Funds Ltd	263,856	263,856	0	-
3160 Temporary Appointments				
3400 Other Funds Ltd	246,452	246,452	0	-
3190 All Other Differential				
3400 Other Funds Ltd	125,427	125,427	0	-
TOTAL SALARIES & WAGES				
3400 Other Funds Ltd	635,735	635,735	0	-
OTHER PAYROLL EXPENSES				
3210 Empl. Rel. Bd. Assessments				
3400 Other Funds Ltd	176	176	0	-
3220 Public Employees' Retire Cont				
3400 Other Funds Ltd	61,469	61,469	0	-
3221 Pension Obligation Bond				
3400 Other Funds Ltd	38,797	38,797	0	-
3230 Social Security Taxes				
3400 Other Funds Ltd	48,635	48,635	0	-
3250 Worker's Comp. Assess. (WCD)				
3400 Other Funds Ltd	276	276	0	-
3260 Mass Transit Tax				
3400 Other Funds Ltd	3,943	3,943	0	-
3270 Flexible Benefits				
3400 Other Funds Ltd	122,112	122,112	0	-
TOTAL OTHER PAYROLL EXPENSES				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-250-00-00-00000

2015-17 Biennium

Youth Corrections Educational Program

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	275,408	275,408	0	-
TOTAL PERSONAL SERVICES				
3400 Other Funds Ltd	911,143	911,143	0	-
SERVICES & SUPPLIES				
4100 Instate Travel				
3400 Other Funds Ltd	2,560	2,560	0	-
4150 Employee Training				
3400 Other Funds Ltd	2,580	2,580	0	-
4175 Office Expenses				
3400 Other Funds Ltd	220,971	220,971	0	-
4200 Telecommunications				
3400 Other Funds Ltd	273	273	0	-
4250 Data Processing				
3400 Other Funds Ltd	40,005	40,005	0	-
4275 Publicity and Publications				
3400 Other Funds Ltd	512	512	0	-
4300 Professional Services				
3400 Other Funds Ltd	73,166	73,166	0	-
4315 IT Professional Services				
3400 Other Funds Ltd	35,274	35,274	0	-
4325 Attorney General				
3400 Other Funds Ltd	79	79	0	-
4475 Facilities Maintenance				
3400 Other Funds Ltd	314,154	314,154	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Version / Column Comparison Report - Detail
2015-17 Biennium
Youth Corrections Educational Program**

Cross Reference Number:58100-250-00-00-00000

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
4650 Other Services and Supplies				
3400 Other Funds Ltd	184,328	184,328	0	-
4700 Expendable Prop 250 - 5000				
3400 Other Funds Ltd	330,711	330,711	0	-
4715 IT Expendable Property				
3400 Other Funds Ltd	893	893	0	-
TOTAL SERVICES & SUPPLIES				
3400 Other Funds Ltd	1,205,506	1,205,506	0	-
SPECIAL PAYMENTS				
6040 Dist to Local School Districts				
3400 Other Funds Ltd	13,933,399	13,933,399	0	-
6400 Federal Funds Ltd	2,157,681	2,157,681	0	-
All Funds	16,091,080	16,091,080	0	-
TOTAL EXPENDITURES				
3400 Other Funds Ltd	16,050,048	16,050,048	0	-
6400 Federal Funds Ltd	2,157,681	2,157,681	0	-
TOTAL EXPENDITURES	\$18,207,729	\$18,207,729	0	-
ENDING BALANCE				
3400 Other Funds Ltd	452,798	452,798	0	-
6400 Federal Funds Ltd	142,319	142,319	0	-
TOTAL ENDING BALANCE	\$595,117	\$595,117	0	-
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	4	4	0	-
AUTHORIZED FTE				

01/21/15
1:07 PM

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-250-00-00-00000

2015-17 Biennium

Youth Corrections Educational Program

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8250 Class/Unclass FTE Positions	4.00	4.00	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-300-00-00-00000

2015-17 Biennium

Grant - In - Aid and District Supports

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
BEGINNING BALANCE				
0025 Beginning Balance				
3400 Other Funds Ltd	3,993,512	3,993,512	0	-
REVENUE CATEGORIES				
GENERAL FUND APPROPRIATION				
0050 General Fund Appropriation				
8000 General Fund	222,100,333	222,100,333	0	-
CHARGES FOR SERVICES				
0410 Charges for Services				
3400 Other Funds Ltd	85,476	85,476	0	-
OTHER				
0975 Other Revenues				
3400 Other Funds Ltd	1,344,701	1,344,701	0	-
FEDERAL FUNDS REVENUE				
0995 Federal Funds				
6200 Federal Funds Non-Ltd	388,007,727	388,007,727	0	-
6400 Federal Funds Ltd	786,788,751	786,788,751	0	-
All Funds	1,174,796,478	1,174,796,478	0	-
TRANSFERS IN				
1050 Transfer In Other				
3400 Other Funds Ltd	45,532,085	45,532,085	0	-
1060 Transfer from General Fund				
3400 Other Funds Ltd	23,961,983	23,961,983	0	-
TOTAL TRANSFERS IN				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-300-00-00-00000

2015-17 Biennium

Grant - In - Aid and District Supports

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	69,494,068	69,494,068	0	-
TOTAL REVENUES				
8000 General Fund	222,100,333	222,100,333	0	-
3400 Other Funds Ltd	70,924,245	70,924,245	0	-
6200 Federal Funds Non-Ltd	388,007,727	388,007,727	0	-
6400 Federal Funds Ltd	786,788,751	786,788,751	0	-
TOTAL REVENUES	\$1,467,821,056	\$1,467,821,056	0	-
AVAILABLE REVENUES				
8000 General Fund	222,100,333	222,100,333	0	-
3400 Other Funds Ltd	74,917,757	74,917,757	0	-
6200 Federal Funds Non-Ltd	388,007,727	388,007,727	0	-
6400 Federal Funds Ltd	786,788,751	786,788,751	0	-
TOTAL AVAILABLE REVENUES	\$1,471,814,568	\$1,471,814,568	0	-
EXPENDITURES				
SERVICES & SUPPLIES				
4300 Professional Services				
3400 Other Funds Ltd	3,068,631	3,068,631	0	-
SPECIAL PAYMENTS				
6020 Dist to Counties				
6200 Federal Funds Non-Ltd	7,000	7,000	0	-
6025 Dist to Other Gov Unit				
8000 General Fund	1,500	1,500	0	-
6200 Federal Funds Non-Ltd	2,800,000	2,800,000	0	-
All Funds	2,801,500	2,801,500	0	-

01/21/15

Page 28 of 40

ANA100A - Version / Column Comparison Report - Detail

1:07 PM

ANA100A

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-300-00-00-00000

2015-17 Biennium

Grant - In - Aid and District Supports

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
6030 Dist to Non-Gov Units				
8000 General Fund	9,138,068	9,138,068	0	-
3400 Other Funds Ltd	2,150,400	2,150,400	0	-
6200 Federal Funds Non-Ltd	57,500,000	57,500,000	0	-
6400 Federal Funds Ltd	10,674,609	10,674,609	0	-
All Funds	79,463,077	79,463,077	0	-
6040 Dist to Local School Districts				
8000 General Fund	211,990,108	211,990,108	0	-
3400 Other Funds Ltd	65,945,326	65,945,326	0	-
6200 Federal Funds Non-Ltd	320,000,000	320,000,000	0	-
6400 Federal Funds Ltd	774,314,283	774,314,283	0	-
All Funds	1,372,249,717	1,372,249,717	0	-
6045 Dist to Comm College Districts				
8000 General Fund	1,000	1,000	0	-
6200 Federal Funds Non-Ltd	3,868,872	3,868,872	0	-
6400 Federal Funds Ltd	1,597,845	1,597,845	0	-
All Funds	5,467,717	5,467,717	0	-
6085 Other Special Payments				
8000 General Fund	968,657	968,657	0	-
3400 Other Funds Ltd	2,063,137	2,063,137	0	-
6200 Federal Funds Non-Ltd	1,202	1,202	0	-
All Funds	3,032,996	3,032,996	0	-
6248 Spc Pmt to Military Dept, Or				
6200 Federal Funds Non-Ltd	413,798	413,798	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-300-00-00-00000

2015-17 Biennium

Grant - In - Aid and District Supports

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
6291 Spc Pmt to Corrections, Dept of				
6400 Federal Funds Ltd	202,014	202,014	0	-
6415 Spc Pmt to Or Youth Authority				
6200 Federal Funds Non-Ltd	2,914,855	2,914,855	0	-
6580 Spc Pmt to OR University System				
8000 General Fund	1,000	1,000	0	-
6200 Federal Funds Non-Ltd	502,000	502,000	0	-
All Funds	503,000	503,000	0	-
TOTAL SPECIAL PAYMENTS				
8000 General Fund	222,100,333	222,100,333	0	-
3400 Other Funds Ltd	70,158,863	70,158,863	0	-
6200 Federal Funds Non-Ltd	388,007,727	388,007,727	0	-
6400 Federal Funds Ltd	786,788,751	786,788,751	0	-
TOTAL SPECIAL PAYMENTS	\$1,467,055,674	\$1,467,055,674	0	-
TOTAL EXPENDITURES				
8000 General Fund	222,100,333	222,100,333	0	-
3400 Other Funds Ltd	73,227,494	73,227,494	0	-
6200 Federal Funds Non-Ltd	388,007,727	388,007,727	0	-
6400 Federal Funds Ltd	786,788,751	786,788,751	0	-
TOTAL EXPENDITURES	\$1,470,124,305	\$1,470,124,305	0	-
ENDING BALANCE				
3400 Other Funds Ltd	1,690,263	1,690,263	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-400-00-00-00000

2015-17 Biennium

School Funding

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
BEGINNING BALANCE				
0025 Beginning Balance				
3400 Other Funds Ltd	527,331	527,331	0	-
REVENUE CATEGORIES				
GENERAL FUND APPROPRIATION				
0050 General Fund Appropriation				
8000 General Fund	6,322,625,891	6,322,625,891	0	-
OTHER				
0975 Other Revenues				
3400 Other Funds Ltd	3,075,000	3,075,000	0	-
TRANSFERS IN				
1107 Tsfr From Administrative Svcs				
4400 Lottery Funds Ltd	327,374,109	327,374,109	0	-
1150 Tsfr From Revenue, Dept of				
3400 Other Funds Ltd	615,890	615,890	0	-
TOTAL TRANSFERS IN				
4400 Lottery Funds Ltd	327,374,109	327,374,109	0	-
3400 Other Funds Ltd	615,890	615,890	0	-
TOTAL TRANSFERS IN	\$327,989,999	\$327,989,999	0	-
TOTAL REVENUES				
8000 General Fund	6,322,625,891	6,322,625,891	0	-
4400 Lottery Funds Ltd	327,374,109	327,374,109	0	-
3400 Other Funds Ltd	3,690,890	3,690,890	0	-
TOTAL REVENUES	\$6,653,690,890	\$6,653,690,890	0	-

01/21/15

Page 31 of 40

ANA100A - Version / Column Comparison Report - Detail

1:07 PM

ANA100A

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-400-00-00-00000

2015-17 Biennium

School Funding

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
AVAILABLE REVENUES				
8000 General Fund	6,322,625,891	6,322,625,891	0	-
4400 Lottery Funds Ltd	327,374,109	327,374,109	0	-
3400 Other Funds Ltd	4,218,221	4,218,221	0	-
TOTAL AVAILABLE REVENUES	\$6,654,218,221	\$6,654,218,221	0	-
EXPENDITURES				
SPECIAL PAYMENTS				
6040 Dist to Local School Districts				
8000 General Fund	6,280,275,703	6,280,275,703	0	-
4400 Lottery Funds Ltd	327,374,109	327,374,109	0	-
3400 Other Funds Ltd	3,936,407	3,936,407	0	-
All Funds	6,611,586,219	6,611,586,219	0	-
6060 Intra-Agency Gen Fund Transfer				
8000 General Fund	42,350,188	42,350,188	0	-
TOTAL SPECIAL PAYMENTS	\$6,653,936,407	\$6,653,936,407	0	-
ENDING BALANCE				
3400 Other Funds Ltd	281,814	281,814	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-450-00-00-00000

2015-17 Biennium

Common School Fund

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

TRANSFERS IN

1141 Tsfr From Lands, Dept of State

3200 Other Funds Non-Ltd	109,690,000	109,690,000	0	-
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AVAILABLE REVENUES

3200 Other Funds Non-Ltd	109,690,000	109,690,000	0	-
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

3200 Other Funds Non-Ltd	109,690,000	109,690,000	0	-
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail
 2015-17 Biennium
 Early Learning Division

Cross Reference Number:58100-500-00-00-00000

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
REVENUE CATEGORIES				
GENERAL FUND APPROPRIATION				
0050 General Fund Appropriation				
8000 General Fund	161,119,658	161,119,658	0	-
OTHER				
0975 Other Revenues				
3400 Other Funds Ltd	4,041,995	4,041,995	0	-
FEDERAL FUNDS REVENUE				
0995 Federal Funds				
6400 Federal Funds Ltd	137,702,052	137,702,052	0	-
TRANSFERS IN				
1100 Tsfr From Human Svcs, Dept of				
3400 Other Funds Ltd	4,806,849	4,806,849	0	-
1443 Tsfr From Oregon Health Authority				
3400 Other Funds Ltd	3,176,181	3,176,181	0	-
TOTAL TRANSFERS IN				
3400 Other Funds Ltd	7,983,030	7,983,030	0	-
TOTAL REVENUES				
8000 General Fund	161,119,658	161,119,658	0	-
3400 Other Funds Ltd	12,025,025	12,025,025	0	-
6400 Federal Funds Ltd	137,702,052	137,702,052	0	-
TOTAL REVENUES	\$310,846,735	\$310,846,735	0	-

AVAILABLE REVENUES				
8000 General Fund	161,119,658	161,119,658	0	-

01/21/15
1:07 PM

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-500-00-00-00000

2015-17 Biennium

Early Learning Division

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	12,025,025	12,025,025	0	-
6400 Federal Funds Ltd	137,702,052	137,702,052	0	-
TOTAL AVAILABLE REVENUES	\$310,846,735	\$310,846,735	0	-
EXPENDITURES				
SPECIAL PAYMENTS				
6025 Dist to Other Gov Unit				
6400 Federal Funds Ltd	2,771,181	2,771,181	0	-
6030 Dist to Non-Gov Units				
8000 General Fund	92,389,145	92,389,145	0	-
3400 Other Funds Ltd	974,246	974,246	0	-
6400 Federal Funds Ltd	7,640,954	7,640,954	0	-
All Funds	101,004,345	101,004,345	0	-
6035 Dist to Individuals				
6400 Federal Funds Ltd	260,524	260,524	0	-
6040 Dist to Local School Districts				
8000 General Fund	36,728,087	36,728,087	0	-
6400 Federal Funds Ltd	1,722,558	1,722,558	0	-
All Funds	38,450,645	38,450,645	0	-
6045 Dist to Comm College Districts				
3400 Other Funds Ltd	549,164	549,164	0	-
6400 Federal Funds Ltd	63,345	63,345	0	-
All Funds	612,509	612,509	0	-
6085 Other Special Payments				
8000 General Fund	30,811,110	30,811,110	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail
2015-17 Biennium
Early Learning Division

Cross Reference Number:58100-500-00-00-00000

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	9,229,934	9,229,934	0	-
6400 Federal Funds Ltd	15,691,676	15,691,676	0	-
All Funds	55,732,720	55,732,720	0	-
6100 Spc Pmt to Human Svcs, Dept of				
6400 Federal Funds Ltd	108,273,111	108,273,111	0	-
6443 Spc Pmt to Oregon Health Authority				
8000 General Fund	1,191,316	1,191,316	0	-
6580 Spc Pmt to OR University System				
6400 Federal Funds Ltd	1,278,703	1,278,703	0	-
TOTAL SPECIAL PAYMENTS				
8000 General Fund	161,119,658	161,119,658	0	-
3400 Other Funds Ltd	10,753,344	10,753,344	0	-
6400 Federal Funds Ltd	137,702,052	137,702,052	0	-
TOTAL SPECIAL PAYMENTS	\$309,575,054	\$309,575,054	0	-
ENDING BALANCE				
3400 Other Funds Ltd	1,271,681	1,271,681	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-550-00-00-00000

2015-17 Biennium

Youth Development Division

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
BEGINNING BALANCE				
0025 Beginning Balance				
3400 Other Funds Ltd	298,988	298,988	0	-
REVENUE CATEGORIES				
GENERAL FUND APPROPRIATION				
0050 General Fund Appropriation				
8000 General Fund	7,349,091	7,349,091	0	-
OTHER				
0975 Other Revenues				
3400 Other Funds Ltd	58,684	58,684	0	-
FEDERAL FUNDS REVENUE				
0995 Federal Funds				
6400 Federal Funds Ltd	2,988,046	2,988,046	0	-
TRANSFERS IN				
1100 Tsfr From Human Svcs, Dept of				
3400 Other Funds Ltd	7,034,081	7,034,081	0	-
TOTAL REVENUES				
8000 General Fund	7,349,091	7,349,091	0	-
3400 Other Funds Ltd	7,092,765	7,092,765	0	-
6400 Federal Funds Ltd	2,988,046	2,988,046	0	-
TOTAL REVENUES	\$17,429,902	\$17,429,902	0	-
AVAILABLE REVENUES				
8000 General Fund	7,349,091	7,349,091	0	-
3400 Other Funds Ltd	7,391,753	7,391,753	0	-

01/21/15

Page 37 of 40

ANA100A - Version / Column Comparison Report - Detail

1:07 PM

ANA100A

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-550-00-00-00000

2015-17 Biennium

Youth Development Division

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
6400 Federal Funds Ltd	2,988,046	2,988,046	0	-
TOTAL AVAILABLE REVENUES	\$17,728,890	\$17,728,890	0	-
EXPENDITURES				
SPECIAL PAYMENTS				
6085 Other Special Payments				
8000 General Fund	7,349,091	7,349,091	0	-
3400 Other Funds Ltd	6,791,977	6,791,977	0	-
6400 Federal Funds Ltd	2,988,046	2,988,046	0	-
All Funds	17,129,114	17,129,114	0	-
ENDING BALANCE				
3400 Other Funds Ltd	599,776	599,776	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-850-00-00-00000

2015-17 Biennium

Debt Related Costs

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
BEGINNING BALANCE				
0030 Beginning Balance Adjustment				
4430 Lottery Funds Debt Svc Ltd	-	42,802	42,802	100.00%
REVENUE CATEGORIES				
TRANSFERS IN				
1107 Tsfr From Administrative Svcs				
4430 Lottery Funds Debt Svc Ltd	1,434,927	1,392,125	(42,802)	-2.98%
AVAILABLE REVENUES				
4430 Lottery Funds Debt Svc Ltd	1,434,927	1,434,927	0	-
EXPENDITURES				
DEBT SERVICE				
7150 Interest - Bonds				
4430 Lottery Funds Debt Svc Ltd	1,434,927	1,434,927	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Version / Column Comparison Report - Detail

Cross Reference Number:58100-850-71-00-00000

2015-17 Biennium

Debt Service Costs

Description	Agency Request Budget (V-01) 2015-17 Base Budget	Governor's Budget (Y-01) 2015-17 Base Budget	Column 2 minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
BEGINNING BALANCE				
0030 Beginning Balance Adjustment				
4430 Lottery Funds Debt Svc Ltd	-	42,802	42,802	100.00%
REVENUE CATEGORIES				
TRANSFERS IN				
1107 Tsfr From Administrative Svcs				
4430 Lottery Funds Debt Svc Ltd	1,434,927	1,392,125	(42,802)	-2.98%
AVAILABLE REVENUES				
4430 Lottery Funds Debt Svc Ltd	1,434,927	1,434,927	0	-
EXPENDITURES				
DEBT SERVICE				
7150 Interest - Bonds				
4430 Lottery Funds Debt Svc Ltd	1,434,927	1,434,927	0	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000
Package: Non-PICS Psnl Svc / Vacancy Factor
Pkg Group: ESS Pkg Type: 010 Pkg Number: 010

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	125,152	125,152	0	0.00%
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FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	31,320	31,320	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	125,152	125,152	0	0.00%
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6400 Federal Funds Ltd	31,320	31,320	0	0.00%
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TOTAL REVENUE CATEGORIES	\$156,472	\$156,472	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	125,152	125,152	0	0.00%
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6400 Federal Funds Ltd	31,320	31,320	0	0.00%
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TOTAL AVAILABLE REVENUES	\$156,472	\$156,472	\$0	0.00%
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EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3160 Temporary Appointments

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Non-PICS Psnl Svc / Vacancy Factor
Pkg Group: ESS Pkg Type: 010 Pkg Number: 010**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	19,051	19,051	0	0.00%
3400 Other Funds Ltd	8,050	8,050	0	0.00%
6400 Federal Funds Ltd	376	376	0	0.00%
All Funds	27,477	27,477	0	0.00%
SALARIES & WAGES				
8000 General Fund	19,051	19,051	0	0.00%
3400 Other Funds Ltd	8,050	8,050	0	0.00%
6400 Federal Funds Ltd	376	376	0	0.00%
TOTAL SALARIES & WAGES	\$27,477	\$27,477	\$0	0.00%
OTHER PAYROLL EXPENSES				
3221 Pension Obligation Bond				
8000 General Fund	115,225	115,225	0	0.00%
3400 Other Funds Ltd	49,241	49,241	0	0.00%
6400 Federal Funds Ltd	39,427	39,427	0	0.00%
All Funds	203,893	203,893	0	0.00%
3230 Social Security Taxes				
8000 General Fund	1,457	1,457	0	0.00%
3400 Other Funds Ltd	616	616	0	0.00%
6400 Federal Funds Ltd	29	29	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Non-PICS Psnl Svc / Vacancy Factor
Pkg Group: ESS Pkg Type: 010 Pkg Number: 010**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
All Funds	2,102	2,102	0	0.00%
3240 Unemployment Assessments				
8000 General Fund	1,785	1,785	0	0.00%
3400 Other Funds Ltd	623	623	0	0.00%
6400 Federal Funds Ltd	992	992	0	0.00%
All Funds	3,400	3,400	0	0.00%
3280 Other OPE				
8000 General Fund	1,624	1,624	0	0.00%
3400 Other Funds Ltd	9,000	9,000	0	0.00%
All Funds	10,624	10,624	0	0.00%
OTHER PAYROLL EXPENSES				
8000 General Fund	120,091	120,091	0	0.00%
3400 Other Funds Ltd	59,480	59,480	0	0.00%
6400 Federal Funds Ltd	40,448	40,448	0	0.00%
TOTAL OTHER PAYROLL EXPENSES	\$220,019	\$220,019	\$0	0.00%
P.S. BUDGET ADJUSTMENTS				
3455 Vacancy Savings				
8000 General Fund	(13,990)	(13,990)	0	0.00%
3400 Other Funds Ltd	(56,679)	(56,679)	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Non-PICS Psnl Svc / Vacancy Factor
Pkg Group: ESS Pkg Type: 010 Pkg Number: 010**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
6400 Federal Funds Ltd	(200,425)	(200,425)	0	0.00%
All Funds	(271,094)	(271,094)	0	0.00%
P.S. BUDGET ADJUSTMENTS				
8000 General Fund	(13,990)	(13,990)	0	0.00%
3400 Other Funds Ltd	(56,679)	(56,679)	0	0.00%
6400 Federal Funds Ltd	(200,425)	(200,425)	0	0.00%
TOTAL P.S. BUDGET ADJUSTMENTS	(\$271,094)	(\$271,094)	\$0	0.00%
PERSONAL SERVICES				
8000 General Fund	125,152	125,152	0	0.00%
3400 Other Funds Ltd	10,851	10,851	0	0.00%
6400 Federal Funds Ltd	(159,601)	(159,601)	0	0.00%
TOTAL PERSONAL SERVICES	(\$23,598)	(\$23,598)	\$0	0.00%
EXPENDITURES				
8000 General Fund	125,152	125,152	0	0.00%
3400 Other Funds Ltd	10,851	10,851	0	0.00%
6400 Federal Funds Ltd	(159,601)	(159,601)	0	0.00%
TOTAL EXPENDITURES	(\$23,598)	(\$23,598)	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-100-00-00-00000

2015-17 Biennium

Package: Non-PICS Psnl Svc / Vacancy Factor

Department Operations

Pkg Group: ESS Pkg Type: 010 Pkg Number: 010

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	(10,851)	(10,851)	0	0.00%
6400 Federal Funds Ltd	190,921	190,921	0	0.00%
TOTAL ENDING BALANCE	\$180,070	\$180,070	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000
Package: Phase-in
Pkg Group: ESS Pkg Type: 020 Pkg Number: 021

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	2,667,244	4,727,244	2,060,000	77.23%
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REVENUE CATEGORIES

8000 General Fund	2,667,244	4,727,244	2,060,000	77.23%
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TOTAL REVENUE CATEGORIES	\$2,667,244	\$4,727,244	\$2,060,000	77.23%
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AVAILABLE REVENUES

8000 General Fund	2,667,244	4,727,244	2,060,000	77.23%
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TOTAL AVAILABLE REVENUES	\$2,667,244	\$4,727,244	\$2,060,000	77.23%
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EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3160 Temporary Appointments

8000 General Fund	180,364	180,364	0	0.00%
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SALARIES & WAGES

8000 General Fund	180,364	180,364	0	0.00%
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TOTAL SALARIES & WAGES	\$180,364	\$180,364	\$0	0.00%
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OTHER PAYROLL EXPENSES

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000
Package: Phase-in
Pkg Group: ESS Pkg Type: 020 Pkg Number: 021

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3230 Social Security Taxes				
8000 General Fund	13,798	13,798	0	0.00%
3260 Mass Transit Tax				
8000 General Fund	1,082	1,082	0	0.00%
OTHER PAYROLL EXPENSES				
8000 General Fund	14,880	14,880	0	0.00%
TOTAL OTHER PAYROLL EXPENSES	\$14,880	\$14,880	\$0	0.00%
PERSONAL SERVICES				
8000 General Fund	195,244	195,244	0	0.00%
TOTAL PERSONAL SERVICES	\$195,244	\$195,244	\$0	0.00%
SERVICES & SUPPLIES				
4650 Other Services and Supplies				
8000 General Fund	2,472,000	4,532,000	2,060,000	83.33%
SERVICES & SUPPLIES				
8000 General Fund	2,472,000	4,532,000	2,060,000	83.33%
TOTAL SERVICES & SUPPLIES	\$2,472,000	\$4,532,000	\$2,060,000	83.33%
EXPENDITURES				
8000 General Fund	2,667,244	4,727,244	2,060,000	77.23%
TOTAL EXPENDITURES	\$2,667,244	\$4,727,244	\$2,060,000	77.23%

01/21/15

Page 7 of 195

ANA101A - Package Comparison Report - Detail
ANA101A

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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

Cross Reference Number: 58100-100-00-00-00000

Package: Phase-in

Pkg Group: ESS Pkg Type: 020 Pkg Number: 021

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-100-00-00-00000

2015-17 Biennium

Package: Phase-out Pgm & One-time Costs

Department Operations

Pkg Group: ESS Pkg Type: 020 Pkg Number: 022

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	(728,750)	(728,750)	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	(728,750)	(728,750)	0	0.00%
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TOTAL REVENUE CATEGORIES	(\$728,750)	(\$728,750)	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	(728,750)	(728,750)	0	0.00%
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TOTAL AVAILABLE REVENUES	(\$728,750)	(\$728,750)	\$0	0.00%
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EXPENDITURES

SERVICES & SUPPLIES

4175 Office Expenses

8000 General Fund	(18,750)	(18,750)	0	0.00%
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3400 Other Funds Ltd	(70,000)	(70,000)	0	0.00%
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All Funds	(88,750)	(88,750)	0	0.00%
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4300 Professional Services

8000 General Fund	(700,000)	(700,000)	0	0.00%
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SERVICES & SUPPLIES

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000
Package: Phase-out Pgm & One-time Costs
Pkg Group: ESS Pkg Type: 020 Pkg Number: 022

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	(718,750)	(718,750)	0	0.00%
3400 Other Funds Ltd	(70,000)	(70,000)	0	0.00%
TOTAL SERVICES & SUPPLIES	(\$788,750)	(\$788,750)	\$0	0.00%
CAPITAL OUTLAY				
5600 Data Processing Hardware				
8000 General Fund	(10,000)	(10,000)	0	0.00%
CAPITAL OUTLAY				
8000 General Fund	(10,000)	(10,000)	0	0.00%
TOTAL CAPITAL OUTLAY	(\$10,000)	(\$10,000)	\$0	0.00%
EXPENDITURES				
8000 General Fund	(728,750)	(728,750)	0	0.00%
3400 Other Funds Ltd	(70,000)	(70,000)	0	0.00%
TOTAL EXPENDITURES	(\$798,750)	(\$798,750)	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
3400 Other Funds Ltd	70,000	70,000	0	0.00%
TOTAL ENDING BALANCE	\$70,000	\$70,000	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000

Package: Standard Inflation

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	3,758,650	2,903,354	(855,296)	(22.76%)
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FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	836,362	830,886	(5,476)	(0.65%)
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REVENUE CATEGORIES

8000 General Fund	3,758,650	2,903,354	(855,296)	(22.76%)
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6400 Federal Funds Ltd	836,362	830,886	(5,476)	(0.65%)
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TOTAL REVENUE CATEGORIES	\$4,595,012	\$3,734,240	(\$860,772)	(18.73%)
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AVAILABLE REVENUES

8000 General Fund	3,758,650	2,903,354	(855,296)	(22.76%)
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6400 Federal Funds Ltd	836,362	830,886	(5,476)	(0.65%)
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TOTAL AVAILABLE REVENUES	\$4,595,012	\$3,734,240	(\$860,772)	(18.73%)
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EXPENDITURES

SERVICES & SUPPLIES

4100 Instate Travel

8000 General Fund	11,496	11,496	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-100-00-00-00000

2015-17 Biennium

Package: Standard Inflation

Department Operations

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	7,562	7,562	0	0.00%
6400 Federal Funds Ltd	40,531	40,531	0	0.00%
All Funds	59,589	59,589	0	0.00%
4125 Out of State Travel				
8000 General Fund	5,209	5,209	0	0.00%
3400 Other Funds Ltd	3,320	3,320	0	0.00%
6400 Federal Funds Ltd	13,414	13,414	0	0.00%
All Funds	21,943	21,943	0	0.00%
4150 Employee Training				
8000 General Fund	3,014	3,014	0	0.00%
3400 Other Funds Ltd	5,480	5,480	0	0.00%
6400 Federal Funds Ltd	9,030	9,030	0	0.00%
All Funds	17,524	17,524	0	0.00%
4175 Office Expenses				
8000 General Fund	20,538	20,538	0	0.00%
3400 Other Funds Ltd	8,323	8,323	0	0.00%
6400 Federal Funds Ltd	36,354	36,354	0	0.00%
All Funds	65,215	65,215	0	0.00%
4200 Telecommunications				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

Cross Reference Number: 58100-100-00-00-00000

Package: Standard Inflation

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	3,949	3,949	0	0.00%
3400 Other Funds Ltd	1,420	1,420	0	0.00%
6400 Federal Funds Ltd	10,448	10,448	0	0.00%
All Funds	15,817	15,817	0	0.00%
4225 State Gov. Service Charges				
8000 General Fund	3,117,941	2,341,102	(776,839)	(24.92%)
3400 Other Funds Ltd	220,940	123,972	(96,968)	(43.89%)
All Funds	3,338,881	2,465,074	(873,807)	(26.17%)
4250 Data Processing				
8000 General Fund	2,236	2,236	0	0.00%
3400 Other Funds Ltd	297	297	0	0.00%
6400 Federal Funds Ltd	6,703	6,703	0	0.00%
All Funds	9,236	9,236	0	0.00%
4275 Publicity and Publications				
8000 General Fund	1,142	1,142	0	0.00%
3400 Other Funds Ltd	203	203	0	0.00%
6400 Federal Funds Ltd	797	797	0	0.00%
All Funds	2,142	2,142	0	0.00%
4300 Professional Services				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

Cross Reference Number: 58100-100-00-00-00000

Package: Standard Inflation

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	217,279	217,279	0	0.00%
3400 Other Funds Ltd	121,962	121,962	0	0.00%
6400 Federal Funds Ltd	699,812	699,812	0	0.00%
All Funds	1,039,053	1,039,053	0	0.00%
4315 IT Professional Services				
8000 General Fund	10,449	10,449	0	0.00%
3400 Other Funds Ltd	4,881	4,881	0	0.00%
6400 Federal Funds Ltd	20,904	20,904	0	0.00%
All Funds	36,234	36,234	0	0.00%
4325 Attorney General				
8000 General Fund	135,080	56,623	(78,457)	(58.08%)
3400 Other Funds Ltd	36,957	65,349	28,392	76.82%
6400 Federal Funds Ltd	18,815	13,339	(5,476)	(29.10%)
All Funds	190,852	135,311	(55,541)	(29.10%)
4375 Employee Recruitment and Develop				
8000 General Fund	1,771	1,771	0	0.00%
3400 Other Funds Ltd	399	399	0	0.00%
6400 Federal Funds Ltd	270	270	0	0.00%
All Funds	2,440	2,440	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

Cross Reference Number: 58100-100-00-00-00000

Package: Standard Inflation

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
4400 Dues and Subscriptions				
8000 General Fund	11,019	11,019	0	0.00%
3400 Other Funds Ltd	774	774	0	0.00%
6400 Federal Funds Ltd	17,192	17,192	0	0.00%
All Funds	28,985	28,985	0	0.00%
4425 Facilities Rental and Taxes				
8000 General Fund	61,051	61,051	0	0.00%
3400 Other Funds Ltd	47,698	47,698	0	0.00%
6400 Federal Funds Ltd	11,254	11,254	0	0.00%
All Funds	120,003	120,003	0	0.00%
4450 Fuels and Utilities				
8000 General Fund	71	71	0	0.00%
3400 Other Funds Ltd	63	63	0	0.00%
6400 Federal Funds Ltd	853	853	0	0.00%
All Funds	987	987	0	0.00%
4475 Facilities Maintenance				
8000 General Fund	126	126	0	0.00%
3400 Other Funds Ltd	117	117	0	0.00%
6400 Federal Funds Ltd	1,269	1,269	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

Cross Reference Number: 58100-100-00-00-00000

Package: Standard Inflation

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
All Funds	1,512	1,512	0	0.00%
4525 Medical Services and Supplies				
8000 General Fund	3	3	0	0.00%
4575 Agency Program Related S and S				
8000 General Fund	65,581	65,581	0	0.00%
3400 Other Funds Ltd	129,125	129,125	0	0.00%
6400 Federal Funds Ltd	66,826	66,826	0	0.00%
All Funds	261,532	261,532	0	0.00%
4650 Other Services and Supplies				
8000 General Fund	17,047	17,047	0	0.00%
3400 Other Funds Ltd	25,108	25,108	0	0.00%
6400 Federal Funds Ltd	76,198	76,198	0	0.00%
All Funds	118,353	118,353	0	0.00%
4700 Expendable Prop 250 - 5000				
8000 General Fund	3,474	3,474	0	0.00%
3400 Other Funds Ltd	273	273	0	0.00%
6400 Federal Funds Ltd	3,958	3,958	0	0.00%
All Funds	7,705	7,705	0	0.00%
4715 IT Expendable Property				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

Cross Reference Number: 58100-100-00-00-00000

Package: Standard Inflation

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	7,124	7,124	0	0.00%
3400 Other Funds Ltd	9,065	9,065	0	0.00%
6400 Federal Funds Ltd	18,113	18,113	0	0.00%
All Funds	34,302	34,302	0	0.00%
SERVICES & SUPPLIES				
8000 General Fund	3,695,600	2,840,304	(855,296)	(23.14%)
3400 Other Funds Ltd	623,967	555,391	(68,576)	(10.99%)
6400 Federal Funds Ltd	1,052,741	1,047,265	(5,476)	(0.52%)
TOTAL SERVICES & SUPPLIES	\$5,372,308	\$4,442,960	(\$929,348)	(17.30%)
CAPITAL OUTLAY				
5150 Telecommunications Equipment				
8000 General Fund	398	398	0	0.00%
3400 Other Funds Ltd	105	105	0	0.00%
6400 Federal Funds Ltd	127	127	0	0.00%
All Funds	630	630	0	0.00%
5550 Data Processing Software				
8000 General Fund	2,613	2,613	0	0.00%
5600 Data Processing Hardware				
8000 General Fund	39	39	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000

Package: Standard Inflation

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	10	10	0	0.00%
6400 Federal Funds Ltd	6,925	6,925	0	0.00%
All Funds	6,974	6,974	0	0.00%
CAPITAL OUTLAY				
8000 General Fund	3,050	3,050	0	0.00%
3400 Other Funds Ltd	115	115	0	0.00%
6400 Federal Funds Ltd	7,052	7,052	0	0.00%
TOTAL CAPITAL OUTLAY	\$10,217	\$10,217	\$0	0.00%
SPECIAL PAYMENTS				
6030 Dist to Non-Gov Units				
6400 Federal Funds Ltd	3,276	3,276	0	0.00%
6040 Dist to Local School Districts				
8000 General Fund	60,000	60,000	0	0.00%
6045 Dist to Comm College Districts				
6400 Federal Funds Ltd	1,445	1,445	0	0.00%
6085 Other Special Payments				
6400 Federal Funds Ltd	515	515	0	0.00%
6525 Spc Pmt to HECC				
6400 Federal Funds Ltd	59,850	59,850	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000

Package: Standard Inflation

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
SPECIAL PAYMENTS				
8000 General Fund	60,000	60,000	0	0.00%
6400 Federal Funds Ltd	65,086	65,086	0	0.00%
TOTAL SPECIAL PAYMENTS	\$125,086	\$125,086	\$0	0.00%
EXPENDITURES				
8000 General Fund	3,758,650	2,903,354	(855,296)	(22.76%)
3400 Other Funds Ltd	624,082	555,506	(68,576)	(10.99%)
6400 Federal Funds Ltd	1,124,879	1,119,403	(5,476)	(0.49%)
TOTAL EXPENDITURES	\$5,507,611	\$4,578,263	(\$929,348)	(16.87%)
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
3400 Other Funds Ltd	(624,082)	(555,506)	68,576	10.99%
6400 Federal Funds Ltd	(288,517)	(288,517)	0	0.00%
TOTAL ENDING BALANCE	(\$912,599)	(\$844,023)	\$68,576	7.51%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000
Package: Above Standard Inflation
Pkg Group: ESS Pkg Type: 030 Pkg Number: 032

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	22,773	22,773	0	0.00%
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FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	51,523	51,523	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	22,773	22,773	0	0.00%
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6400 Federal Funds Ltd	51,523	51,523	0	0.00%
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TOTAL REVENUE CATEGORIES	\$74,296	\$74,296	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	22,773	22,773	0	0.00%
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6400 Federal Funds Ltd	51,523	51,523	0	0.00%
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TOTAL AVAILABLE REVENUES	\$74,296	\$74,296	\$0	0.00%
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EXPENDITURES

SERVICES & SUPPLIES

4300 Professional Services

8000 General Fund	21,728	21,728	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Above Standard Inflation
Pkg Group: ESS Pkg Type: 030 Pkg Number: 032**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	12,197	12,197	0	0.00%
6400 Federal Funds Ltd	69,982	69,982	0	0.00%
All Funds	103,907	103,907	0	0.00%
4315 IT Professional Services				
8000 General Fund	1,045	1,045	0	0.00%
3400 Other Funds Ltd	488	488	0	0.00%
6400 Federal Funds Ltd	2,091	2,091	0	0.00%
All Funds	3,624	3,624	0	0.00%
SERVICES & SUPPLIES				
8000 General Fund	22,773	22,773	0	0.00%
3400 Other Funds Ltd	12,685	12,685	0	0.00%
6400 Federal Funds Ltd	72,073	72,073	0	0.00%
TOTAL SERVICES & SUPPLIES	\$107,531	\$107,531	\$0	0.00%
EXPENDITURES				
8000 General Fund	22,773	22,773	0	0.00%
3400 Other Funds Ltd	12,685	12,685	0	0.00%
6400 Federal Funds Ltd	72,073	72,073	0	0.00%
TOTAL EXPENDITURES	\$107,531	\$107,531	\$0	0.00%

ENDING BALANCE

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Above Standard Inflation
Pkg Group: ESS Pkg Type: 030 Pkg Number: 032**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	-	-	0	0.00%
3400 Other Funds Ltd	(12,685)	(12,685)	0	0.00%
6400 Federal Funds Ltd	(20,550)	(20,550)	0	0.00%
TOTAL ENDING BALANCE	(\$33,235)	(\$33,235)	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

Cross Reference Number: 58100-100-00-00-00000

Package: Technical Adjustments

Pkg Group: ESS Pkg Type: 060 Pkg Number: 060

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	(691,000)	309,000	1,000,000	144.72%
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FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	(4,007,245)	(2,007,245)	2,000,000	49.91%
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REVENUE CATEGORIES

8000 General Fund	(691,000)	309,000	1,000,000	144.72%
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6400 Federal Funds Ltd	(4,007,245)	(2,007,245)	2,000,000	49.91%
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TOTAL REVENUE CATEGORIES	(\$4,698,245)	(\$1,698,245)	\$3,000,000	63.85%
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AVAILABLE REVENUES

8000 General Fund	(691,000)	309,000	1,000,000	144.72%
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6400 Federal Funds Ltd	(4,007,245)	(2,007,245)	2,000,000	49.91%
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TOTAL AVAILABLE REVENUES	(\$4,698,245)	(\$1,698,245)	\$3,000,000	63.85%
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EXPENDITURES

PERSONAL SERVICES

OTHER PAYROLL EXPENSES

3280 Other OPE

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000

Package: Technical Adjustments

Pkg Group: ESS Pkg Type: 060 Pkg Number: 060

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	309,000	309,000	0	0.00%
3400 Other Funds Ltd	(309,000)	(309,000)	0	0.00%
All Funds	-	-	0	0.00%
OTHER PAYROLL EXPENSES				
8000 General Fund	309,000	309,000	0	0.00%
3400 Other Funds Ltd	(309,000)	(309,000)	0	0.00%
TOTAL OTHER PAYROLL EXPENSES	-	-	\$0	0.00%
PERSONAL SERVICES				
8000 General Fund	309,000	309,000	0	0.00%
3400 Other Funds Ltd	(309,000)	(309,000)	0	0.00%
TOTAL PERSONAL SERVICES	-	-	\$0	0.00%
SERVICES & SUPPLIES				
4300 Professional Services				
8000 General Fund	(1,000,000)	-	1,000,000	100.00%
6400 Federal Funds Ltd	(2,000,000)	-	2,000,000	100.00%
All Funds	(3,000,000)	-	3,000,000	100.00%
SERVICES & SUPPLIES				
8000 General Fund	(1,000,000)	-	1,000,000	100.00%
6400 Federal Funds Ltd	(2,000,000)	-	2,000,000	100.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

Cross Reference Number: 58100-100-00-00-00000

Package: Technical Adjustments

Pkg Group: ESS Pkg Type: 060 Pkg Number: 060

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL SERVICES & SUPPLIES	(\$3,000,000)	-	\$3,000,000	100.00%
SPECIAL PAYMENTS				
6525 Spc Pmt to HECC				
6400 Federal Funds Ltd	(2,007,245)	(2,007,245)	0	0.00%
SPECIAL PAYMENTS				
6400 Federal Funds Ltd	(2,007,245)	(2,007,245)	0	0.00%
TOTAL SPECIAL PAYMENTS	(\$2,007,245)	(\$2,007,245)	\$0	0.00%
EXPENDITURES				
8000 General Fund	(691,000)	309,000	1,000,000	144.72%
3400 Other Funds Ltd	(309,000)	(309,000)	0	0.00%
6400 Federal Funds Ltd	(4,007,245)	(2,007,245)	2,000,000	49.91%
TOTAL EXPENDITURES	(\$5,007,245)	(\$2,007,245)	\$3,000,000	59.91%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
3400 Other Funds Ltd	309,000	309,000	0	0.00%
6400 Federal Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	\$309,000	\$309,000	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: School & District Turnaround Model
Pkg Group: POL Pkg Type: POL Pkg Number: 101**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	723,261	-	(723,261)	(100.00%)
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REVENUE CATEGORIES

8000 General Fund	723,261	-	(723,261)	(100.00%)
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TOTAL REVENUE CATEGORIES	\$723,261	-	(\$723,261)	(100.00%)
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AVAILABLE REVENUES

8000 General Fund	723,261	-	(723,261)	(100.00%)
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TOTAL AVAILABLE REVENUES	\$723,261	-	(\$723,261)	(100.00%)
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EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3110 Class/Unclass Sal. and Per Diem

8000 General Fund	398,088	-	(398,088)	(100.00%)
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SALARIES & WAGES

8000 General Fund	398,088	-	(398,088)	(100.00%)
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TOTAL SALARIES & WAGES	\$398,088	-	(\$398,088)	(100.00%)
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OTHER PAYROLL EXPENSES

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: School & District Turnaround Model
Pkg Group: POL Pkg Type: POL Pkg Number: 101**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3210 Empl. Rel. Bd. Assessments				
8000 General Fund	132	-	(132)	(100.00%)
3220 Public Employees Retire Cont				
8000 General Fund	62,859	-	(62,859)	(100.00%)
3230 Social Security Taxes				
8000 General Fund	30,453	-	(30,453)	(100.00%)
3240 Unemployment Assessments				
8000 General Fund	39,809	-	(39,809)	(100.00%)
3250 Workers Comp. Assess. (WCD)				
8000 General Fund	207	-	(207)	(100.00%)
3260 Mass Transit Tax				
8000 General Fund	2,389	-	(2,389)	(100.00%)
3270 Flexible Benefits				
8000 General Fund	91,584	-	(91,584)	(100.00%)
OTHER PAYROLL EXPENSES				
8000 General Fund	227,433	-	(227,433)	(100.00%)
TOTAL OTHER PAYROLL EXPENSES	\$227,433	-	(\$227,433)	(100.00%)
PERSONAL SERVICES				
8000 General Fund	625,521	-	(625,521)	(100.00%)

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-100-00-00-00000

2015-17 Biennium

Package: School & District Turnaround Model

Department Operations

Pkg Group: POL Pkg Type: POL Pkg Number: 101

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL PERSONAL SERVICES	\$625,521	-	(\$625,521)	(100.00%)
SERVICES & SUPPLIES				
4100 Instate Travel				
8000 General Fund	22,500	-	(22,500)	(100.00%)
4150 Employee Training				
8000 General Fund	3,000	-	(3,000)	(100.00%)
4275 Publicity and Publications				
8000 General Fund	300	-	(300)	(100.00%)
4575 Agency Program Related S and S				
8000 General Fund	51,000	-	(51,000)	(100.00%)
4700 Expendable Prop 250 - 5000				
8000 General Fund	20,940	-	(20,940)	(100.00%)
SERVICES & SUPPLIES				
8000 General Fund	97,740	-	(97,740)	(100.00%)
TOTAL SERVICES & SUPPLIES	\$97,740	-	(\$97,740)	(100.00%)
EXPENDITURES				
8000 General Fund	723,261	-	(723,261)	(100.00%)
TOTAL EXPENDITURES	\$723,261	-	(\$723,261)	(100.00%)
ENDING BALANCE				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: School & District Turnaround Model
Pkg Group: POL Pkg Type: POL Pkg Number: 101**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	3	-	(3)	(100.00%)
AUTHORIZED FTE				
8250 Class/Unclass FTE Positions	3.00	-	(3.00)	(100.00%)

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-100-00-00-00000

2015-17 Biennium

Package: K to Grade 3 Literacy

Department Operations

Pkg Group: POL Pkg Type: POL Pkg Number: 102

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	3,403,145	-	(3,403,145)	(100.00%)
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REVENUE CATEGORIES

8000 General Fund	3,403,145	-	(3,403,145)	(100.00%)
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TOTAL REVENUE CATEGORIES	\$3,403,145	-	(\$3,403,145)	(100.00%)
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AVAILABLE REVENUES

8000 General Fund	3,403,145	-	(3,403,145)	(100.00%)
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TOTAL AVAILABLE REVENUES	\$3,403,145	-	(\$3,403,145)	(100.00%)
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EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3110 Class/Unclass Sal. and Per Diem

8000 General Fund	1,864,272	-	(1,864,272)	(100.00%)
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SALARIES & WAGES

8000 General Fund	1,864,272	-	(1,864,272)	(100.00%)
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TOTAL SALARIES & WAGES	\$1,864,272	-	(\$1,864,272)	(100.00%)
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OTHER PAYROLL EXPENSES

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: K to Grade 3 Literacy
Pkg Group: POL Pkg Type: POL Pkg Number: 102**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3210 Empl. Rel. Bd. Assessments				
8000 General Fund	616	-	(616)	(100.00%)
3220 Public Employees Retire Cont				
8000 General Fund	294,372	-	(294,372)	(100.00%)
3230 Social Security Taxes				
8000 General Fund	142,613	-	(142,613)	(100.00%)
3240 Unemployment Assessments				
8000 General Fund	186,428	-	(186,428)	(100.00%)
3250 Workers Comp. Assess. (WCD)				
8000 General Fund	966	-	(966)	(100.00%)
3260 Mass Transit Tax				
8000 General Fund	11,186	-	(11,186)	(100.00%)
3270 Flexible Benefits				
8000 General Fund	427,392	-	(427,392)	(100.00%)
OTHER PAYROLL EXPENSES				
8000 General Fund	1,063,573	-	(1,063,573)	(100.00%)
TOTAL OTHER PAYROLL EXPENSES	\$1,063,573	-	(\$1,063,573)	(100.00%)
PERSONAL SERVICES				
8000 General Fund	2,927,845	-	(2,927,845)	(100.00%)

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: K to Grade 3 Literacy
Pkg Group: POL Pkg Type: POL Pkg Number: 102**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL PERSONAL SERVICES	\$2,927,845	-	(\$2,927,845)	(100.00%)
SERVICES & SUPPLIES				
4100 Instate Travel				
8000 General Fund	105,000	-	(105,000)	(100.00%)
4150 Employee Training				
8000 General Fund	10,000	-	(10,000)	(100.00%)
4275 Publicity and Publications				
8000 General Fund	600	-	(600)	(100.00%)
4575 Agency Program Related S and S				
8000 General Fund	255,000	-	(255,000)	(100.00%)
4700 Expendable Prop 250 - 5000				
8000 General Fund	104,700	-	(104,700)	(100.00%)
SERVICES & SUPPLIES				
8000 General Fund	475,300	-	(475,300)	(100.00%)
TOTAL SERVICES & SUPPLIES	\$475,300	-	(\$475,300)	(100.00%)
EXPENDITURES				
8000 General Fund	3,403,145	-	(3,403,145)	(100.00%)
TOTAL EXPENDITURES	\$3,403,145	-	(\$3,403,145)	(100.00%)
ENDING BALANCE				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: K to Grade 3 Literacy
Pkg Group: POL Pkg Type: POL Pkg Number: 102**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	14	-	(14)	(100.00%)
AUTHORIZED FTE				
8250 Class/Unclass FTE Positions	14.00	-	(14.00)	(100.00%)

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000
Package: Spanish Assessments K-8
Pkg Group: POL Pkg Type: POL Pkg Number: 103

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	115,000	115,000	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	115,000	115,000	0	0.00%
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TOTAL REVENUE CATEGORIES	\$115,000	\$115,000	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	115,000	115,000	0	0.00%
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TOTAL AVAILABLE REVENUES	\$115,000	\$115,000	\$0	0.00%
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EXPENDITURES

SERVICES & SUPPLIES

4300 Professional Services

8000 General Fund	115,000	115,000	0	0.00%
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SERVICES & SUPPLIES

8000 General Fund	115,000	115,000	0	0.00%
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TOTAL SERVICES & SUPPLIES	\$115,000	\$115,000	\$0	0.00%
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EXPENDITURES

8000 General Fund	115,000	115,000	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Spanish Assessments K-8
Pkg Group: POL Pkg Type: POL Pkg Number: 103**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL EXPENDITURES	\$115,000	\$115,000	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Facilities Expansion
Pkg Group: POL Pkg Type: POL Pkg Number: 106**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	-	30,144	30,144	100.00%
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REVENUE CATEGORIES

8000 General Fund	-	30,144	30,144	100.00%
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TOTAL REVENUE CATEGORIES	-	\$30,144	\$30,144	100.00%
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AVAILABLE REVENUES

8000 General Fund	-	30,144	30,144	100.00%
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TOTAL AVAILABLE REVENUES	-	\$30,144	\$30,144	100.00%
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EXPENDITURES

SERVICES & SUPPLIES

4425 Facilities Rental and Taxes

8000 General Fund	-	30,144	30,144	100.00%
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3400 Other Funds Ltd	-	30,144	30,144	100.00%
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All Funds	-	60,288	60,288	100.00%
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SERVICES & SUPPLIES

8000 General Fund	-	30,144	30,144	100.00%
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3400 Other Funds Ltd	-	30,144	30,144	100.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Facilities Expansion
Pkg Group: POL Pkg Type: POL Pkg Number: 106**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL SERVICES & SUPPLIES	-	\$60,288	\$60,288	100.00%
EXPENDITURES				
8000 General Fund	-	30,144	30,144	100.00%
3400 Other Funds Ltd	-	30,144	30,144	100.00%
TOTAL EXPENDITURES	-	\$60,288	\$60,288	100.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
3400 Other Funds Ltd	-	(30,144)	(30,144)	100.00%
TOTAL ENDING BALANCE	-	(\$30,144)	(\$30,144)	100.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Position Cleanup 2015
Pkg Group: POL Pkg Type: POL Pkg Number: 107**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	(11,279)	(11,279)	0	0.00%
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FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	-	146,189	146,189	100.00%
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REVENUE CATEGORIES

8000 General Fund	(11,279)	(11,279)	0	0.00%
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6400 Federal Funds Ltd	-	146,189	146,189	100.00%
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TOTAL REVENUE CATEGORIES	(\$11,279)	\$134,910	\$146,189	1,296.12%
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AVAILABLE REVENUES

8000 General Fund	(11,279)	(11,279)	0	0.00%
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6400 Federal Funds Ltd	-	146,189	146,189	100.00%
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TOTAL AVAILABLE REVENUES	(\$11,279)	\$134,910	\$146,189	1,296.12%
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EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3110 Class/Unclass Sal. and Per Diem

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Position Cleanup 2015
Pkg Group: POL Pkg Type: POL Pkg Number: 107**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	566,132	566,132	0	0.00%
3400 Other Funds Ltd	967,784	967,784	0	0.00%
6400 Federal Funds Ltd	(39,955)	64,637	104,592	261.77%
All Funds	1,493,961	1,598,553	104,592	7.00%
SALARIES & WAGES				
8000 General Fund	566,132	566,132	0	0.00%
3400 Other Funds Ltd	967,784	967,784	0	0.00%
6400 Federal Funds Ltd	(39,955)	64,637	104,592	261.77%
TOTAL SALARIES & WAGES	\$1,493,961	\$1,598,553	\$104,592	7.00%
OTHER PAYROLL EXPENSES				
3210 Empl. Rel. Bd. Assessments				
8000 General Fund	51	51	0	0.00%
3400 Other Funds Ltd	341	341	0	0.00%
6400 Federal Funds Ltd	48	92	44	91.67%
All Funds	440	484	44	10.00%
3220 Public Employees Retire Cont				
8000 General Fund	89,395	89,395	0	0.00%
3400 Other Funds Ltd	152,811	152,811	0	0.00%
6400 Federal Funds Ltd	(6,313)	10,202	16,515	261.60%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Position Cleanup 2015
Pkg Group: POL Pkg Type: POL Pkg Number: 107**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
All Funds	235,893	252,408	16,515	7.00%
3230 Social Security Taxes				
8000 General Fund	42,628	42,628	0	0.00%
3400 Other Funds Ltd	74,039	74,039	0	0.00%
6400 Federal Funds Ltd	(2,381)	5,620	8,001	336.04%
All Funds	114,286	122,287	8,001	7.00%
3250 Workers Comp. Assess. (WCD)				
8000 General Fund	82	82	0	0.00%
3400 Other Funds Ltd	539	539	0	0.00%
6400 Federal Funds Ltd	69	138	69	100.00%
All Funds	690	759	69	10.00%
3260 Mass Transit Tax				
8000 General Fund	3,394	3,394	0	0.00%
3400 Other Funds Ltd	5,808	5,808	0	0.00%
All Funds	9,202	9,202	0	0.00%
3270 Flexible Benefits				
8000 General Fund	63,124	63,124	0	0.00%
3400 Other Funds Ltd	237,712	237,712	0	0.00%
6400 Federal Funds Ltd	34,972	65,500	30,528	87.29%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-100-00-00-00000

2015-17 Biennium

Package: Position Cleanup 2015

Department Operations

Pkg Group: POL Pkg Type: POL Pkg Number: 107

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
All Funds	335,808	366,336	30,528	9.09%
OTHER PAYROLL EXPENSES				
8000 General Fund	198,674	198,674	0	0.00%
3400 Other Funds Ltd	471,250	471,250	0	0.00%
6400 Federal Funds Ltd	26,395	81,552	55,157	208.97%
TOTAL OTHER PAYROLL EXPENSES	\$696,319	\$751,476	\$55,157	7.92%
P.S. BUDGET ADJUSTMENTS				
3465 Reconciliation Adjustment				
6400 Federal Funds Ltd	-	(13,560)	(13,560)	100.00%
P.S. BUDGET ADJUSTMENTS				
6400 Federal Funds Ltd	-	(13,560)	(13,560)	100.00%
TOTAL P.S. BUDGET ADJUSTMENTS	-	(\$13,560)	(\$13,560)	100.00%
PERSONAL SERVICES				
8000 General Fund	764,806	764,806	0	0.00%
3400 Other Funds Ltd	1,439,034	1,439,034	0	0.00%
6400 Federal Funds Ltd	(13,560)	132,629	146,189	1,078.09%
TOTAL PERSONAL SERVICES	\$2,190,280	\$2,336,469	\$146,189	6.67%
SERVICES & SUPPLIES				
4175 Office Expenses				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-100-00-00-00000

2015-17 Biennium

Package: Position Cleanup 2015

Department Operations

Pkg Group: POL Pkg Type: POL Pkg Number: 107

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
6400 Federal Funds Ltd	(7,021)	(7,021)	0	0.00%
4300 Professional Services				
8000 General Fund	(402,852)	(402,852)	0	0.00%
6400 Federal Funds Ltd	123,802	123,802	0	0.00%
All Funds	(279,050)	(279,050)	0	0.00%
4315 IT Professional Services				
6400 Federal Funds Ltd	(99,333)	(99,333)	0	0.00%
4400 Dues and Subscriptions				
8000 General Fund	(21,174)	(21,174)	0	0.00%
4575 Agency Program Related S and S				
8000 General Fund	(142,707)	(142,707)	0	0.00%
3400 Other Funds Ltd	(1,439,034)	(1,439,034)	0	0.00%
All Funds	(1,581,741)	(1,581,741)	0	0.00%
4650 Other Services and Supplies				
8000 General Fund	(200,357)	(200,357)	0	0.00%
6400 Federal Funds Ltd	(3,888)	(3,888)	0	0.00%
All Funds	(204,245)	(204,245)	0	0.00%
4715 IT Expendable Property				
8000 General Fund	(8,995)	(8,995)	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Position Cleanup 2015
Pkg Group: POL Pkg Type: POL Pkg Number: 107**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
SERVICES & SUPPLIES				
8000 General Fund	(776,085)	(776,085)	0	0.00%
3400 Other Funds Ltd	(1,439,034)	(1,439,034)	0	0.00%
6400 Federal Funds Ltd	13,560	13,560	0	0.00%
TOTAL SERVICES & SUPPLIES	(\$2,201,559)	(\$2,201,559)	\$0	0.00%
EXPENDITURES				
8000 General Fund	(11,279)	(11,279)	0	0.00%
3400 Other Funds Ltd	-	-	0	0.00%
6400 Federal Funds Ltd	-	146,189	146,189	100.00%
TOTAL EXPENDITURES	(\$11,279)	\$134,910	\$146,189	1,296.12%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
3400 Other Funds Ltd	-	-	0	0.00%
6400 Federal Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	10	11	1	10.00%
AUTHORIZED FTE				
8250 Class/Unclass FTE Positions	11.96	12.96	1.00	8.36%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000
Package: Native American Education Enhancement
Pkg Group: POL Pkg Type: POL Pkg Number: 108

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	234,687	234,687	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	234,687	234,687	0	0.00%
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TOTAL REVENUE CATEGORIES	\$234,687	\$234,687	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	234,687	234,687	0	0.00%
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TOTAL AVAILABLE REVENUES	\$234,687	\$234,687	\$0	0.00%
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EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3110 Class/Unclass Sal. and Per Diem

8000 General Fund	132,696	132,696	0	0.00%
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SALARIES & WAGES

8000 General Fund	132,696	132,696	0	0.00%
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TOTAL SALARIES & WAGES	\$132,696	\$132,696	\$0	0.00%
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OTHER PAYROLL EXPENSES

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Native American Education Enhancement
Pkg Group: POL Pkg Type: POL Pkg Number: 108**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3210 Empl. Rel. Bd. Assessments				
8000 General Fund	44	44	0	0.00%
3220 Public Employees Retire Cont				
8000 General Fund	20,953	20,953	0	0.00%
3230 Social Security Taxes				
8000 General Fund	10,151	10,151	0	0.00%
3240 Unemployment Assessments				
8000 General Fund	13,270	13,270	0	0.00%
3250 Workers Comp. Assess. (WCD)				
8000 General Fund	69	69	0	0.00%
3260 Mass Transit Tax				
8000 General Fund	796	796	0	0.00%
3270 Flexible Benefits				
8000 General Fund	30,528	30,528	0	0.00%
OTHER PAYROLL EXPENSES				
8000 General Fund	75,811	75,811	0	0.00%
TOTAL OTHER PAYROLL EXPENSES	\$75,811	\$75,811	\$0	0.00%
PERSONAL SERVICES				
8000 General Fund	208,507	208,507	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Native American Education Enhancement
Pkg Group: POL Pkg Type: POL Pkg Number: 108**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL PERSONAL SERVICES	\$208,507	\$208,507	\$0	0.00%
SERVICES & SUPPLIES				
4100 Instate Travel				
8000 General Fund	200	200	0	0.00%
4150 Employee Training				
8000 General Fund	2,000	2,000	0	0.00%
4575 Agency Program Related S and S				
8000 General Fund	17,000	17,000	0	0.00%
4700 Expendable Prop 250 - 5000				
8000 General Fund	6,980	6,980	0	0.00%
SERVICES & SUPPLIES				
8000 General Fund	26,180	26,180	0	0.00%
TOTAL SERVICES & SUPPLIES	\$26,180	\$26,180	\$0	0.00%
EXPENDITURES				
8000 General Fund	234,687	234,687	0	0.00%
TOTAL EXPENDITURES	\$234,687	\$234,687	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Native American Education Enhancement
Pkg Group: POL Pkg Type: POL Pkg Number: 108**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	1	1	0	0.00%
AUTHORIZED FTE				
8250 Class/Unclass FTE Positions	1.00	1.00	0.00	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Deputy Supt Office Reorg
Pkg Group: POL Pkg Type: POL Pkg Number: 109**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	229,586	229,586	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	229,586	229,586	0	0.00%
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TOTAL REVENUE CATEGORIES	\$229,586	\$229,586	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	229,586	229,586	0	0.00%
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TOTAL AVAILABLE REVENUES	\$229,586	\$229,586	\$0	0.00%
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EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3110 Class/Unclass Sal. and Per Diem

8000 General Fund	155,784	155,784	0	0.00%
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SALARIES & WAGES

8000 General Fund	155,784	155,784	0	0.00%
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TOTAL SALARIES & WAGES	\$155,784	\$155,784	\$0	0.00%
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OTHER PAYROLL EXPENSES

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Deputy Supt Office Reorg
Pkg Group: POL Pkg Type: POL Pkg Number: 109**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3210 Empl. Rel. Bd. Assessments				
8000 General Fund	44	44	0	0.00%
3220 Public Employees Retire Cont				
8000 General Fund	24,597	24,597	0	0.00%
3230 Social Security Taxes				
8000 General Fund	9,193	9,193	0	0.00%
3250 Workers Comp. Assess. (WCD)				
8000 General Fund	69	69	0	0.00%
3260 Mass Transit Tax				
8000 General Fund	935	935	0	0.00%
3270 Flexible Benefits				
8000 General Fund	30,528	30,528	0	0.00%
OTHER PAYROLL EXPENSES				
8000 General Fund	65,366	65,366	0	0.00%
TOTAL OTHER PAYROLL EXPENSES	\$65,366	\$65,366	\$0	0.00%
PERSONAL SERVICES				
8000 General Fund	221,150	221,150	0	0.00%
TOTAL PERSONAL SERVICES	\$221,150	\$221,150	\$0	0.00%
SERVICES & SUPPLIES				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Deputy Supt Office Reorg
Pkg Group: POL Pkg Type: POL Pkg Number: 109**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
4100 Instate Travel				
8000 General Fund	200	200	0	0.00%
4150 Employee Training				
8000 General Fund	20,000	20,000	0	0.00%
4175 Office Expenses				
8000 General Fund	5,000	5,000	0	0.00%
4200 Telecommunications				
8000 General Fund	500	500	0	0.00%
4250 Data Processing				
8000 General Fund	200	200	0	0.00%
4275 Publicity and Publications				
8000 General Fund	500	500	0	0.00%
4300 Professional Services				
8000 General Fund	(45,510)	(45,510)	0	0.00%
4375 Employee Recruitment and Develop				
8000 General Fund	(10,234)	(10,234)	0	0.00%
4425 Facilities Rental and Taxes				
8000 General Fund	2,200	2,200	0	0.00%
4650 Other Services and Supplies				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Deputy Supt Office Reorg
Pkg Group: POL Pkg Type: POL Pkg Number: 109**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	28,600	28,600	0	0.00%
4715 IT Expendable Property				
8000 General Fund	6,980	6,980	0	0.00%
SERVICES & SUPPLIES				
8000 General Fund	8,436	8,436	0	0.00%
TOTAL SERVICES & SUPPLIES	\$8,436	\$8,436	\$0	0.00%
EXPENDITURES				
8000 General Fund	229,586	229,586	0	0.00%
TOTAL EXPENDITURES	\$229,586	\$229,586	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	1	1	0	0.00%
AUTHORIZED FTE				
8250 Class/Unclass FTE Positions	1.00	1.00	0.00	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Legislative Support & Advocacy
Pkg Group: POL Pkg Type: POL Pkg Number: 112**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	242,247	-	(242,247)	(100.00%)
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REVENUE CATEGORIES

8000 General Fund	242,247	-	(242,247)	(100.00%)
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TOTAL REVENUE CATEGORIES	\$242,247	-	(\$242,247)	(100.00%)
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AVAILABLE REVENUES

8000 General Fund	242,247	-	(242,247)	(100.00%)
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TOTAL AVAILABLE REVENUES	\$242,247	-	(\$242,247)	(100.00%)
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EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3110 Class/Unclass Sal. and Per Diem

8000 General Fund	138,336	-	(138,336)	(100.00%)
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SALARIES & WAGES

8000 General Fund	138,336	-	(138,336)	(100.00%)
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TOTAL SALARIES & WAGES	\$138,336	-	(\$138,336)	(100.00%)
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OTHER PAYROLL EXPENSES

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Legislative Support & Advocacy
Pkg Group: POL Pkg Type: POL Pkg Number: 112**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3210 Empl. Rel. Bd. Assessments				
8000 General Fund	44	-	(44)	(100.00%)
3220 Public Employees Retire Cont				
8000 General Fund	21,843	-	(21,843)	(100.00%)
3230 Social Security Taxes				
8000 General Fund	10,583	-	(10,583)	(100.00%)
3240 Unemployment Assessments				
8000 General Fund	13,834	-	(13,834)	(100.00%)
3250 Workers Comp. Assess. (WCD)				
8000 General Fund	69	-	(69)	(100.00%)
3260 Mass Transit Tax				
8000 General Fund	830	-	(830)	(100.00%)
3270 Flexible Benefits				
8000 General Fund	30,528	-	(30,528)	(100.00%)
OTHER PAYROLL EXPENSES				
8000 General Fund	77,731	-	(77,731)	(100.00%)
TOTAL OTHER PAYROLL EXPENSES	\$77,731	-	(\$77,731)	(100.00%)
PERSONAL SERVICES				
8000 General Fund	216,067	-	(216,067)	(100.00%)

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Legislative Support & Advocacy
Pkg Group: POL Pkg Type: POL Pkg Number: 112**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL PERSONAL SERVICES	\$216,067	-	(\$216,067)	(100.00%)
SERVICES & SUPPLIES				
4100 Instate Travel				
8000 General Fund	200	-	(200)	(100.00%)
4150 Employee Training				
8000 General Fund	2,000	-	(2,000)	(100.00%)
4575 Agency Program Related S and S				
8000 General Fund	17,000	-	(17,000)	(100.00%)
4700 Expendable Prop 250 - 5000				
8000 General Fund	6,980	-	(6,980)	(100.00%)
SERVICES & SUPPLIES				
8000 General Fund	26,180	-	(26,180)	(100.00%)
TOTAL SERVICES & SUPPLIES	\$26,180	-	(\$26,180)	(100.00%)
EXPENDITURES				
8000 General Fund	242,247	-	(242,247)	(100.00%)
TOTAL EXPENDITURES	\$242,247	-	(\$242,247)	(100.00%)
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Legislative Support & Advocacy
Pkg Group: POL Pkg Type: POL Pkg Number: 112**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	1	-	(1)	(100.00%)
AUTHORIZED FTE				
8250 Class/Unclass FTE Positions	1.00	-	(1.00)	(100.00%)

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: YDD Youth & Community Grant Development
Pkg Group: POL Pkg Type: POL Pkg Number: 150**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	(202,000)	-	202,000	100.00%
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REVENUE CATEGORIES

8000 General Fund	(202,000)	-	202,000	100.00%
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TOTAL REVENUE CATEGORIES	(\$202,000)	-	\$202,000	100.00%
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AVAILABLE REVENUES

8000 General Fund	(202,000)	-	202,000	100.00%
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TOTAL AVAILABLE REVENUES	(\$202,000)	-	\$202,000	100.00%
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EXPENDITURES

SERVICES & SUPPLIES

4300 Professional Services

8000 General Fund	(107,432)	-	107,432	100.00%
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4315 IT Professional Services

8000 General Fund	(20,661)	-	20,661	100.00%
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4715 IT Expendable Property

8000 General Fund	(73,907)	-	73,907	100.00%
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SERVICES & SUPPLIES

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
 2015-17 Biennium
 Department Operations

Cross Reference Number: 58100-100-00-00-00000
 Package: YDD Youth & Community Grant Development
 Pkg Group: POL Pkg Type: POL Pkg Number: 150

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	(202,000)	-	202,000	100.00%
TOTAL SERVICES & SUPPLIES	(\$202,000)	-	\$202,000	100.00%
EXPENDITURES				
8000 General Fund	(202,000)	-	202,000	100.00%
TOTAL EXPENDITURES	(\$202,000)	-	\$202,000	100.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000
Package: YDD Position Cleanup
Pkg Group: POL Pkg Type: POL Pkg Number: 151

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	595,311	595,311	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	595,311	595,311	0	0.00%
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TOTAL REVENUE CATEGORIES	\$595,311	\$595,311	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	595,311	595,311	0	0.00%
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TOTAL AVAILABLE REVENUES	\$595,311	\$595,311	\$0	0.00%
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EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3110 Class/Unclass Sal. and Per Diem

8000 General Fund	385,728	385,728	0	0.00%
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3400 Other Funds Ltd	(194,124)	(194,124)	0	0.00%
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All Funds	191,604	191,604	0	0.00%
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SALARIES & WAGES

8000 General Fund	385,728	385,728	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000
Package: YDD Position Cleanup
Pkg Group: POL Pkg Type: POL Pkg Number: 151

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	(194,124)	(194,124)	0	0.00%
TOTAL SALARIES & WAGES	\$191,604	\$191,604	\$0	0.00%
OTHER PAYROLL EXPENSES				
3210 Empl. Rel. Bd. Assessments				
8000 General Fund	132	132	0	0.00%
3400 Other Funds Ltd	(88)	(88)	0	0.00%
All Funds	44	44	0	0.00%
3220 Public Employees Retire Cont				
8000 General Fund	60,907	60,907	0	0.00%
3400 Other Funds Ltd	(30,653)	(30,653)	0	0.00%
All Funds	30,254	30,254	0	0.00%
3230 Social Security Taxes				
8000 General Fund	29,508	29,508	0	0.00%
3400 Other Funds Ltd	(14,850)	(14,850)	0	0.00%
All Funds	14,658	14,658	0	0.00%
3250 Workers Comp. Assess. (WCD)				
8000 General Fund	207	207	0	0.00%
3400 Other Funds Ltd	(138)	(138)	0	0.00%
All Funds	69	69	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000
Package: YDD Position Cleanup
Pkg Group: POL Pkg Type: POL Pkg Number: 151

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3260 Mass Transit Tax				
8000 General Fund	2,315	2,315	0	0.00%
3400 Other Funds Ltd	(936)	(936)	0	0.00%
All Funds	1,379	1,379	0	0.00%
3270 Flexible Benefits				
8000 General Fund	91,584	91,584	0	0.00%
3400 Other Funds Ltd	(61,056)	(61,056)	0	0.00%
All Funds	30,528	30,528	0	0.00%
OTHER PAYROLL EXPENSES				
8000 General Fund	184,653	184,653	0	0.00%
3400 Other Funds Ltd	(107,721)	(107,721)	0	0.00%
TOTAL OTHER PAYROLL EXPENSES	\$76,932	\$76,932	\$0	0.00%
PERSONAL SERVICES				
8000 General Fund	570,381	570,381	0	0.00%
3400 Other Funds Ltd	(301,845)	(301,845)	0	0.00%
TOTAL PERSONAL SERVICES	\$268,536	\$268,536	\$0	0.00%
SERVICES & SUPPLIES				
4100 Instate Travel				
8000 General Fund	7,500	7,500	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-100-00-00-00000

2015-17 Biennium

Package: YDD Position Cleanup

Department Operations

Pkg Group: POL Pkg Type: POL Pkg Number: 151

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
4125 Out of State Travel				
8000 General Fund	2,000	2,000	0	0.00%
4150 Employee Training				
8000 General Fund	500	500	0	0.00%
4275 Publicity and Publications				
8000 General Fund	200	200	0	0.00%
4650 Other Services and Supplies				
8000 General Fund	8,500	8,500	0	0.00%
4700 Expendable Prop 250 - 5000				
8000 General Fund	6,230	6,230	0	0.00%
SERVICES & SUPPLIES				
8000 General Fund	24,930	24,930	0	0.00%
TOTAL SERVICES & SUPPLIES	\$24,930	\$24,930	\$0	0.00%
EXPENDITURES				
8000 General Fund	595,311	595,311	0	0.00%
3400 Other Funds Ltd	(301,845)	(301,845)	0	0.00%
TOTAL EXPENDITURES	\$293,466	\$293,466	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

Cross Reference Number: 58100-100-00-00-00000

Package: YDD Position Cleanup

Pkg Group: POL Pkg Type: POL Pkg Number: 151

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	301,845	301,845	0	0.00%
TOTAL ENDING BALANCE	\$301,845	\$301,845	\$0	0.00%
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	1	1	0	0.00%
AUTHORIZED FTE				
8250 Class/Unclass FTE Positions	1.50	1.50	0.00	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-100-00-00-00000

2015-17 Biennium

Package: Age 0 to Grade 3

Department Operations

Pkg Group: POL Pkg Type: POL Pkg Number: 160

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	-	1,800,957	1,800,957	100.00%
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REVENUE CATEGORIES

8000 General Fund	-	1,800,957	1,800,957	100.00%
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TOTAL REVENUE CATEGORIES	-	\$1,800,957	\$1,800,957	100.00%
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AVAILABLE REVENUES

8000 General Fund	-	1,800,957	1,800,957	100.00%
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TOTAL AVAILABLE REVENUES	-	\$1,800,957	\$1,800,957	100.00%
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EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3110 Class/Unclass Sal. and Per Diem

8000 General Fund	-	935,400	935,400	100.00%
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SALARIES & WAGES

8000 General Fund	-	935,400	935,400	100.00%
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TOTAL SALARIES & WAGES	-	\$935,400	\$935,400	100.00%
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OTHER PAYROLL EXPENSES

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-100-00-00-00000

2015-17 Biennium

Package: Age 0 to Grade 3

Department Operations

Pkg Group: POL Pkg Type: POL Pkg Number: 160

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3210 Empl. Rel. Bd. Assessments				
8000 General Fund	-	308	308	100.00%
3220 Public Employees Retire Cont				
8000 General Fund	-	147,701	147,701	100.00%
3230 Social Security Taxes				
8000 General Fund	-	71,556	71,556	100.00%
3240 Unemployment Assessments				
8000 General Fund	-	186,428	186,428	100.00%
3250 Workers Comp. Assess. (WCD)				
8000 General Fund	-	483	483	100.00%
3260 Mass Transit Tax				
8000 General Fund	-	11,186	11,186	100.00%
3270 Flexible Benefits				
8000 General Fund	-	213,696	213,696	100.00%
OTHER PAYROLL EXPENSES				
8000 General Fund	-	631,358	631,358	100.00%
TOTAL OTHER PAYROLL EXPENSES	-	\$631,358	\$631,358	100.00%

P.S. BUDGET ADJUSTMENTS

3465 Reconciliation Adjustment

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-100-00-00-00000

2015-17 Biennium

Package: Age 0 to Grade 3

Department Operations

Pkg Group: POL Pkg Type: POL Pkg Number: 160

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	-	(17,332)	(17,332)	100.00%
P.S. BUDGET ADJUSTMENTS				
8000 General Fund	-	(17,332)	(17,332)	100.00%
TOTAL P.S. BUDGET ADJUSTMENTS	-	(\$17,332)	(\$17,332)	100.00%
PERSONAL SERVICES				
8000 General Fund	-	1,549,426	1,549,426	100.00%
TOTAL PERSONAL SERVICES	-	\$1,549,426	\$1,549,426	100.00%
SERVICES & SUPPLIES				
4100 Instate Travel				
8000 General Fund	-	105,000	105,000	100.00%
4150 Employee Training				
8000 General Fund	-	10,000	10,000	100.00%
4275 Publicity and Publications				
8000 General Fund	-	600	600	100.00%
4575 Agency Program Related S and S				
8000 General Fund	-	31,231	31,231	100.00%
4700 Expendable Prop 250 - 5000				
8000 General Fund	-	104,700	104,700	100.00%
SERVICES & SUPPLIES				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
 2015-17 Biennium
 Department Operations

Cross Reference Number: 58100-100-00-00-00000
 Package: Age 0 to Grade 3
 Pkg Group: POL Pkg Type: POL Pkg Number: 160

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	-	251,531	251,531	100.00%
TOTAL SERVICES & SUPPLIES	-	\$251,531	\$251,531	100.00%
EXPENDITURES				
8000 General Fund	-	1,800,957	1,800,957	100.00%
TOTAL EXPENDITURES	-	\$1,800,957	\$1,800,957	100.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	-	7	7	100.00%
AUTHORIZED FTE				
8250 Class/Unclass FTE Positions	-	7.00	7.00	100.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
 2015-17 Biennium
 Department Operations

Cross Reference Number: 58100-100-00-00-00000
 Package: Longitudinal DB
 Pkg Group: POL Pkg Type: POL Pkg Number: 165

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

BOND SALES

0555 General Fund Obligation Bonds

3400 Other Funds Ltd	-	10,220,000	10,220,000	100.00%
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REVENUE CATEGORIES

3400 Other Funds Ltd	-	10,220,000	10,220,000	100.00%
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TOTAL REVENUE CATEGORIES	-	\$10,220,000	\$10,220,000	100.00%
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AVAILABLE REVENUES

3400 Other Funds Ltd	-	10,220,000	10,220,000	100.00%
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TOTAL AVAILABLE REVENUES	-	\$10,220,000	\$10,220,000	100.00%
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EXPENDITURES

SERVICES & SUPPLIES

4575 Agency Program Related S and S

3400 Other Funds Ltd	-	10,220,000	10,220,000	100.00%
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SERVICES & SUPPLIES

3400 Other Funds Ltd	-	10,220,000	10,220,000	100.00%
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TOTAL SERVICES & SUPPLIES	-	\$10,220,000	\$10,220,000	100.00%
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EXPENDITURES

3400 Other Funds Ltd	-	10,220,000	10,220,000	100.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

Cross Reference Number: 58100-100-00-00-00000

Package: Longitudinal DB

Pkg Group: POL Pkg Type: POL Pkg Number: 165

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL EXPENDITURES	-	\$10,220,000	\$10,220,000	100.00%
ENDING BALANCE				
3400 Other Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Community Innovation Center
Pkg Group: POL Pkg Type: POL Pkg Number: 189**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	-	621,581	621,581	100.00%
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REVENUE CATEGORIES

8000 General Fund	-	621,581	621,581	100.00%
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TOTAL REVENUE CATEGORIES	-	\$621,581	\$621,581	100.00%
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AVAILABLE REVENUES

8000 General Fund	-	621,581	621,581	100.00%
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TOTAL AVAILABLE REVENUES	-	\$621,581	\$621,581	100.00%
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EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3110 Class/Unclass Sal. and Per Diem

8000 General Fund	-	304,848	304,848	100.00%
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SALARIES & WAGES

8000 General Fund	-	304,848	304,848	100.00%
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TOTAL SALARIES & WAGES	-	\$304,848	\$304,848	100.00%
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OTHER PAYROLL EXPENSES

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Community Innovation Center
Pkg Group: POL Pkg Type: POL Pkg Number: 189**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3210 Empl. Rel. Bd. Assessments				
8000 General Fund	-	88	88	100.00%
3220 Public Employees Retire Cont				
8000 General Fund	-	48,136	48,136	100.00%
3230 Social Security Taxes				
8000 General Fund	-	23,320	23,320	100.00%
3240 Unemployment Assessments				
8000 General Fund	-	30,485	30,485	100.00%
3250 Workers Comp. Assess. (WCD)				
8000 General Fund	-	138	138	100.00%
3260 Mass Transit Tax				
8000 General Fund	-	1,829	1,829	100.00%
3270 Flexible Benefits				
8000 General Fund	-	61,056	61,056	100.00%
3280 Other OPE				
8000 General Fund	-	119,725	119,725	100.00%
OTHER PAYROLL EXPENSES				
8000 General Fund	-	284,777	284,777	100.00%
TOTAL OTHER PAYROLL EXPENSES	-	\$284,777	\$284,777	100.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Community Innovation Center
Pkg Group: POL Pkg Type: POL Pkg Number: 189**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
PERSONAL SERVICES				
8000 General Fund	-	589,625	589,625	100.00%
TOTAL PERSONAL SERVICES	-	\$589,625	\$589,625	100.00%
SERVICES & SUPPLIES				
4575 Agency Program Related S and S				
8000 General Fund	-	31,956	31,956	100.00%
SERVICES & SUPPLIES				
8000 General Fund	-	31,956	31,956	100.00%
TOTAL SERVICES & SUPPLIES	-	\$31,956	\$31,956	100.00%
EXPENDITURES				
8000 General Fund	-	621,581	621,581	100.00%
TOTAL EXPENDITURES	-	\$621,581	\$621,581	100.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	-	2	2	100.00%
AUTHORIZED FTE				
8250 Class/Unclass FTE Positions	-	2.00	2.00	100.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Early Learn Regional Coord
Pkg Group: POL Pkg Type: POL Pkg Number: 198**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	-	2,175,526	2,175,526	100.00%
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REVENUE CATEGORIES

8000 General Fund	-	2,175,526	2,175,526	100.00%
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TOTAL REVENUE CATEGORIES	-	\$2,175,526	\$2,175,526	100.00%
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AVAILABLE REVENUES

8000 General Fund	-	2,175,526	2,175,526	100.00%
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TOTAL AVAILABLE REVENUES	-	\$2,175,526	\$2,175,526	100.00%
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EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3110 Class/Unclass Sal. and Per Diem

8000 General Fund	-	1,066,968	1,066,968	100.00%
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SALARIES & WAGES

8000 General Fund	-	1,066,968	1,066,968	100.00%
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TOTAL SALARIES & WAGES	-	\$1,066,968	\$1,066,968	100.00%
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OTHER PAYROLL EXPENSES

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Early Learn Regional Coord
Pkg Group: POL Pkg Type: POL Pkg Number: 198**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3210 Empl. Rel. Bd. Assessments				
8000 General Fund	-	312	312	100.00%
3220 Public Employees Retire Cont				
8000 General Fund	-	168,472	168,472	100.00%
3230 Social Security Taxes				
8000 General Fund	-	81,624	81,624	100.00%
3240 Unemployment Assessments				
8000 General Fund	-	53,348	53,348	100.00%
3250 Workers Comp. Assess. (WCD)				
8000 General Fund	-	480	480	100.00%
3260 Mass Transit Tax				
8000 General Fund	-	6,402	6,402	100.00%
3270 Flexible Benefits				
8000 General Fund	-	213,696	213,696	100.00%
3280 Other OPE				
8000 General Fund	-	472,385	472,385	100.00%
OTHER PAYROLL EXPENSES				
8000 General Fund	-	996,719	996,719	100.00%
TOTAL OTHER PAYROLL EXPENSES	-	\$996,719	\$996,719	100.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Early Learn Regional Coord
Pkg Group: POL Pkg Type: POL Pkg Number: 198**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
PERSONAL SERVICES				
8000 General Fund	-	2,063,687	2,063,687	100.00%
TOTAL PERSONAL SERVICES	-	\$2,063,687	\$2,063,687	100.00%
SERVICES & SUPPLIES				
4575 Agency Program Related S and S				
8000 General Fund	-	111,839	111,839	100.00%
SERVICES & SUPPLIES				
8000 General Fund	-	111,839	111,839	100.00%
TOTAL SERVICES & SUPPLIES	-	\$111,839	\$111,839	100.00%
EXPENDITURES				
8000 General Fund	-	2,175,526	2,175,526	100.00%
TOTAL EXPENDITURES	-	\$2,175,526	\$2,175,526	100.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	-	8	8	100.00%
AUTHORIZED FTE				
8250 Class/Unclass FTE Positions	-	7.04	7.04	100.00%

01/21/15

Page 74 of 195

ANA101A - Package Comparison Report - Detail

ANA101A

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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Early Learn Regional Coord
Pkg Group: POL Pkg Type: POL Pkg Number: 198**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8280 FTE Reconciliation	-	(0.04)	(0.04)	100.00%
TOTAL AUTHORIZED FTE	-	7.00	7.00	100.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000
Package: EL Quality Assurance & Improvement
Pkg Group: POL Pkg Type: POL Pkg Number: 200

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	721,263	721,263	0	0.00%
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FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	2,840,915	2,840,915	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	721,263	721,263	0	0.00%
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6400 Federal Funds Ltd	2,840,915	2,840,915	0	0.00%
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TOTAL REVENUE CATEGORIES	\$3,562,178	\$3,562,178	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	721,263	721,263	0	0.00%
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6400 Federal Funds Ltd	2,840,915	2,840,915	0	0.00%
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TOTAL AVAILABLE REVENUES	\$3,562,178	\$3,562,178	\$0	0.00%
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EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3110 Class/Unclass Sal. and Per Diem

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: EL Quality Assurance & Improvement
Pkg Group: POL Pkg Type: POL Pkg Number: 200**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	303,744	303,744	0	0.00%
6400 Federal Funds Ltd	1,415,259	1,415,259	0	0.00%
All Funds	1,719,003	1,719,003	0	0.00%
SALARIES & WAGES				
8000 General Fund	303,744	303,744	0	0.00%
6400 Federal Funds Ltd	1,415,259	1,415,259	0	0.00%
TOTAL SALARIES & WAGES	\$1,719,003	\$1,719,003	\$0	0.00%
OTHER PAYROLL EXPENSES				
3210 Empl. Rel. Bd. Assessments				
8000 General Fund	99	99	0	0.00%
6400 Federal Funds Ltd	649	649	0	0.00%
All Funds	748	748	0	0.00%
3220 Public Employees Retire Cont				
8000 General Fund	47,960	47,960	0	0.00%
6400 Federal Funds Ltd	223,474	223,474	0	0.00%
All Funds	271,434	271,434	0	0.00%
3230 Social Security Taxes				
8000 General Fund	23,236	23,236	0	0.00%
6400 Federal Funds Ltd	108,268	108,268	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: EL Quality Assurance & Improvement
Pkg Group: POL Pkg Type: POL Pkg Number: 200**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
All Funds	131,504	131,504	0	0.00%
3240 Unemployment Assessments				
8000 General Fund	30,374	30,374	0	0.00%
6400 Federal Funds Ltd	141,526	141,526	0	0.00%
All Funds	171,900	171,900	0	0.00%
3250 Workers Comp. Assess. (WCD)				
8000 General Fund	154	154	0	0.00%
6400 Federal Funds Ltd	1,019	1,019	0	0.00%
All Funds	1,173	1,173	0	0.00%
3260 Mass Transit Tax				
8000 General Fund	1,823	1,823	0	0.00%
3270 Flexible Benefits				
8000 General Fund	68,688	68,688	0	0.00%
6400 Federal Funds Ltd	419,760	419,760	0	0.00%
All Funds	488,448	488,448	0	0.00%
OTHER PAYROLL EXPENSES				
8000 General Fund	172,334	172,334	0	0.00%
6400 Federal Funds Ltd	894,696	894,696	0	0.00%
TOTAL OTHER PAYROLL EXPENSES	\$1,067,030	\$1,067,030	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: EL Quality Assurance & Improvement
Pkg Group: POL Pkg Type: POL Pkg Number: 200**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
PERSONAL SERVICES				
8000 General Fund	476,078	476,078	0	0.00%
6400 Federal Funds Ltd	2,309,955	2,309,955	0	0.00%
TOTAL PERSONAL SERVICES	\$2,786,033	\$2,786,033	\$0	0.00%
SERVICES & SUPPLIES				
4100 Instate Travel				
8000 General Fund	13,125	13,125	0	0.00%
6400 Federal Funds Ltd	7,500	7,500	0	0.00%
All Funds	20,625	20,625	0	0.00%
4125 Out of State Travel				
8000 General Fund	3,500	3,500	0	0.00%
6400 Federal Funds Ltd	2,000	2,000	0	0.00%
All Funds	5,500	5,500	0	0.00%
4150 Employee Training				
8000 General Fund	875	875	0	0.00%
6400 Federal Funds Ltd	500	500	0	0.00%
All Funds	1,375	1,375	0	0.00%
4275 Publicity and Publications				
8000 General Fund	350	350	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: EL Quality Assurance & Improvement
Pkg Group: POL Pkg Type: POL Pkg Number: 200**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
4300 Professional Services				
8000 General Fund	200,000	200,000	0	0.00%
6400 Federal Funds Ltd	500,000	500,000	0	0.00%
All Funds	700,000	700,000	0	0.00%
4650 Other Services and Supplies				
8000 General Fund	14,875	14,875	0	0.00%
6400 Federal Funds Ltd	8,500	8,500	0	0.00%
All Funds	23,375	23,375	0	0.00%
4700 Expendable Prop 250 - 5000				
8000 General Fund	12,460	12,460	0	0.00%
6400 Federal Funds Ltd	12,460	12,460	0	0.00%
All Funds	24,920	24,920	0	0.00%
SERVICES & SUPPLIES				
8000 General Fund	245,185	245,185	0	0.00%
6400 Federal Funds Ltd	530,960	530,960	0	0.00%
TOTAL SERVICES & SUPPLIES	\$776,145	\$776,145	\$0	0.00%
EXPENDITURES				
8000 General Fund	721,263	721,263	0	0.00%
6400 Federal Funds Ltd	2,840,915	2,840,915	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: EL Quality Assurance & Improvement
Pkg Group: POL Pkg Type: POL Pkg Number: 200**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL EXPENDITURES	\$3,562,178	\$3,562,178	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
6400 Federal Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	17	17	0	0.00%
AUTHORIZED FTE				
8250 Class/Unclass FTE Positions	14.13	14.13	0.00	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-100-00-00-00000

2015-17 Biennium

Package: Birth to Three Years

Department Operations

Pkg Group: POL Pkg Type: POL Pkg Number: 203

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	950,000	950,000	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	950,000	950,000	0	0.00%
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TOTAL REVENUE CATEGORIES	\$950,000	\$950,000	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	950,000	950,000	0	0.00%
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TOTAL AVAILABLE REVENUES	\$950,000	\$950,000	\$0	0.00%
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EXPENDITURES

SERVICES & SUPPLIES

4300 Professional Services

8000 General Fund	950,000	950,000	0	0.00%
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SERVICES & SUPPLIES

8000 General Fund	950,000	950,000	0	0.00%
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TOTAL SERVICES & SUPPLIES	\$950,000	\$950,000	\$0	0.00%
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EXPENDITURES

8000 General Fund	950,000	950,000	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

Cross Reference Number: 58100-100-00-00-00000

Package: Birth to Three Years

Pkg Group: POL Pkg Type: POL Pkg Number: 203

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL EXPENDITURES	\$950,000	\$950,000	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000
Package: Early Years to Early Grades
Pkg Group: POL Pkg Type: POL Pkg Number: 204

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	1,067,906	280,305	(787,601)	(73.75%)
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FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	211,489	673,229	461,740	218.33%
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REVENUE CATEGORIES

8000 General Fund	1,067,906	280,305	(787,601)	(73.75%)
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6400 Federal Funds Ltd	211,489	673,229	461,740	218.33%
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TOTAL REVENUE CATEGORIES	\$1,279,395	\$953,534	(\$325,861)	(25.47%)
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AVAILABLE REVENUES

8000 General Fund	1,067,906	280,305	(787,601)	(73.75%)
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6400 Federal Funds Ltd	211,489	673,229	461,740	218.33%
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TOTAL AVAILABLE REVENUES	\$1,279,395	\$953,534	(\$325,861)	(25.47%)
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EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3110 Class/Unclass Sal. and Per Diem

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000
Package: Early Years to Early Grades
Pkg Group: POL Pkg Type: POL Pkg Number: 204

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	33,174	133,038	99,864	301.03%
6400 Federal Funds Ltd	99,522	399,114	299,592	301.03%
All Funds	132,696	532,152	399,456	301.03%
3170 Overtime Payments				
8000 General Fund	10,000	10,000	0	0.00%
6400 Federal Funds Ltd	30,000	30,000	0	0.00%
All Funds	40,000	40,000	0	0.00%
SALARIES & WAGES				
8000 General Fund	43,174	143,038	99,864	231.31%
6400 Federal Funds Ltd	129,522	429,114	299,592	231.31%
TOTAL SALARIES & WAGES	\$172,696	\$572,152	\$399,456	231.31%
OTHER PAYROLL EXPENSES				
3210 Empl. Rel. Bd. Assessments				
8000 General Fund	11	55	44	400.00%
6400 Federal Funds Ltd	33	165	132	400.00%
All Funds	44	220	176	400.00%
3220 Public Employees Retire Cont				
8000 General Fund	6,817	22,585	15,768	231.30%
6400 Federal Funds Ltd	20,452	67,756	47,304	231.29%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Early Years to Early Grades
Pkg Group: POL Pkg Type: POL Pkg Number: 204**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
All Funds	27,269	90,341	63,072	231.30%
3230 Social Security Taxes				
8000 General Fund	3,303	10,943	7,640	231.30%
6400 Federal Funds Ltd	9,908	32,828	22,920	231.33%
All Funds	13,211	43,771	30,560	231.32%
3240 Unemployment Assessments				
8000 General Fund	4,317	14,304	9,987	231.34%
6400 Federal Funds Ltd	12,952	42,911	29,959	231.31%
All Funds	17,269	57,215	39,946	231.32%
3250 Workers Comp. Assess. (WCD)				
8000 General Fund	17	85	68	400.00%
6400 Federal Funds Ltd	52	260	208	400.00%
All Funds	69	345	276	400.00%
3260 Mass Transit Tax				
8000 General Fund	259	858	599	231.27%
3270 Flexible Benefits				
8000 General Fund	7,632	38,160	30,528	400.00%
6400 Federal Funds Ltd	22,896	114,480	91,584	400.00%
All Funds	30,528	152,640	122,112	400.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Early Years to Early Grades
Pkg Group: POL Pkg Type: POL Pkg Number: 204**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
OTHER PAYROLL EXPENSES				
8000 General Fund	22,356	86,990	64,634	289.11%
6400 Federal Funds Ltd	66,293	258,400	192,107	289.78%
TOTAL OTHER PAYROLL EXPENSES	\$88,649	\$345,390	\$256,741	289.62%
P.S. BUDGET ADJUSTMENTS				
3465 Reconciliation Adjustment				
8000 General Fund	-	47,901	47,901	100.00%
6400 Federal Funds Ltd	-	(29,959)	(29,959)	100.00%
All Funds	-	17,942	17,942	100.00%
P.S. BUDGET ADJUSTMENTS				
8000 General Fund	-	47,901	47,901	100.00%
6400 Federal Funds Ltd	-	(29,959)	(29,959)	100.00%
TOTAL P.S. BUDGET ADJUSTMENTS	-	\$17,942	\$17,942	100.00%
PERSONAL SERVICES				
8000 General Fund	65,530	277,929	212,399	324.12%
6400 Federal Funds Ltd	195,815	657,555	461,740	235.80%
TOTAL PERSONAL SERVICES	\$261,345	\$935,484	\$674,139	257.95%
SERVICES & SUPPLIES				
4100 Instate Travel				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Early Years to Early Grades
Pkg Group: POL Pkg Type: POL Pkg Number: 204**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	938	938	0	0.00%
6400 Federal Funds Ltd	6,562	6,562	0	0.00%
All Funds	7,500	7,500	0	0.00%
4125 Out of State Travel				
8000 General Fund	250	250	0	0.00%
6400 Federal Funds Ltd	1,250	1,250	0	0.00%
All Funds	1,500	1,500	0	0.00%
4150 Employee Training				
8000 General Fund	100	100	0	0.00%
6400 Federal Funds Ltd	400	400	0	0.00%
All Funds	500	500	0	0.00%
4275 Publicity and Publications				
8000 General Fund	25	25	0	0.00%
6400 Federal Funds Ltd	25	25	0	0.00%
All Funds	50	50	0	0.00%
4300 Professional Services				
8000 General Fund	1,000,000	-	(1,000,000)	(100.00%)
4650 Other Services and Supplies				
8000 General Fund	1,063	1,063	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Department Operations**

**Cross Reference Number: 58100-100-00-00-00000
Package: Early Years to Early Grades
Pkg Group: POL Pkg Type: POL Pkg Number: 204**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
6400 Federal Funds Ltd	7,437	7,437	0	0.00%
All Funds	8,500	8,500	0	0.00%
SERVICES & SUPPLIES				
8000 General Fund	1,002,376	2,376	(1,000,000)	(99.76%)
6400 Federal Funds Ltd	15,674	15,674	0	0.00%
TOTAL SERVICES & SUPPLIES	\$1,018,050	\$18,050	(\$1,000,000)	(98.23%)
EXPENDITURES				
8000 General Fund	1,067,906	280,305	(787,601)	(73.75%)
6400 Federal Funds Ltd	211,489	673,229	461,740	218.33%
TOTAL EXPENDITURES	\$1,279,395	\$953,534	(\$325,861)	(25.47%)
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
6400 Federal Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	1	5	4	400.00%
AUTHORIZED FTE				
8250 Class/Unclass FTE Positions	1.00	5.00	4.00	400.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
OSD**

**Cross Reference Number: 58100-200-00-00-00000
Package: Non-PICS Psnl Svc / Vacancy Factor
Pkg Group: ESS Pkg Type: 010 Pkg Number: 010**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	55,079	55,079	0	0.00%
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FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	631	631	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	55,079	55,079	0	0.00%
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6400 Federal Funds Ltd	631	631	0	0.00%
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TOTAL REVENUE CATEGORIES	\$55,710	\$55,710	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	55,079	55,079	0	0.00%
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6400 Federal Funds Ltd	631	631	0	0.00%
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TOTAL AVAILABLE REVENUES	\$55,710	\$55,710	\$0	0.00%
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EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3160 Temporary Appointments

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
OSD

Cross Reference Number: 58100-200-00-00-00000
Package: Non-PICS Psnl Svc / Vacancy Factor
Pkg Group: ESS Pkg Type: 010 Pkg Number: 010

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	2,854	2,854	0	0.00%
3400 Other Funds Ltd	1,397	1,397	0	0.00%
All Funds	4,251	4,251	0	0.00%
3170 Overtime Payments				
8000 General Fund	2,883	2,883	0	0.00%
3180 Shift Differential				
8000 General Fund	1,228	1,228	0	0.00%
3190 All Other Differential				
8000 General Fund	14,776	14,776	0	0.00%
3400 Other Funds Ltd	3,788	3,788	0	0.00%
All Funds	18,564	18,564	0	0.00%
SALARIES & WAGES				
8000 General Fund	21,741	21,741	0	0.00%
3400 Other Funds Ltd	5,185	5,185	0	0.00%
TOTAL SALARIES & WAGES	\$26,926	\$26,926	\$0	0.00%
OTHER PAYROLL EXPENSES				
3220 Public Employees Retire Cont				
8000 General Fund	2,982	2,982	0	0.00%
3400 Other Funds Ltd	598	598	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
OSD**

**Cross Reference Number: 58100-200-00-00-00000
Package: Non-PICS Psnl Svc / Vacancy Factor
Pkg Group: ESS Pkg Type: 010 Pkg Number: 010**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
All Funds	3,580	3,580	0	0.00%
3221 Pension Obligation Bond				
8000 General Fund	28,595	28,595	0	0.00%
3400 Other Funds Ltd	4,904	4,904	0	0.00%
6400 Federal Funds Ltd	631	631	0	0.00%
All Funds	34,130	34,130	0	0.00%
3230 Social Security Taxes				
8000 General Fund	1,664	1,664	0	0.00%
3400 Other Funds Ltd	397	397	0	0.00%
All Funds	2,061	2,061	0	0.00%
3240 Unemployment Assessments				
8000 General Fund	97	97	0	0.00%
OTHER PAYROLL EXPENSES				
8000 General Fund	33,338	33,338	0	0.00%
3400 Other Funds Ltd	5,899	5,899	0	0.00%
6400 Federal Funds Ltd	631	631	0	0.00%
TOTAL OTHER PAYROLL EXPENSES	\$39,868	\$39,868	\$0	0.00%
PERSONAL SERVICES				
8000 General Fund	55,079	55,079	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
OSD

Cross Reference Number: 58100-200-00-00-00000
Package: Non-PICS Psnl Svc / Vacancy Factor
Pkg Group: ESS Pkg Type: 010 Pkg Number: 010

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	11,084	11,084	0	0.00%
6400 Federal Funds Ltd	631	631	0	0.00%
TOTAL PERSONAL SERVICES	\$66,794	\$66,794	\$0	0.00%
EXPENDITURES				
8000 General Fund	55,079	55,079	0	0.00%
3400 Other Funds Ltd	11,084	11,084	0	0.00%
6400 Federal Funds Ltd	631	631	0	0.00%
TOTAL EXPENDITURES	\$66,794	\$66,794	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
3400 Other Funds Ltd	(11,084)	(11,084)	0	0.00%
6400 Federal Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	(\$11,084)	(\$11,084)	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
OSD**

Cross Reference Number: 58100-200-00-00-00000

Package: Standard Inflation

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	7,776	7,776	0	0.00%
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REVENUE CATEGORIES

6400 Federal Funds Ltd	7,776	7,776	0	0.00%
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TOTAL REVENUE CATEGORIES	\$7,776	\$7,776	\$0	0.00%
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AVAILABLE REVENUES

6400 Federal Funds Ltd	7,776	7,776	0	0.00%
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TOTAL AVAILABLE REVENUES	\$7,776	\$7,776	\$0	0.00%
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EXPENDITURES

SERVICES & SUPPLIES

4100 Instate Travel

3400 Other Funds Ltd	182	182	0	0.00%
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4125 Out of State Travel

3400 Other Funds Ltd	32	32	0	0.00%
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6400 Federal Funds Ltd	53	53	0	0.00%
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All Funds	85	85	0	0.00%
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4150 Employee Training

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-200-00-00-00000

2015-17 Biennium

Package: Standard Inflation

OSD

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	336	336	0	0.00%
6400 Federal Funds Ltd	58	58	0	0.00%
All Funds	394	394	0	0.00%
4175 Office Expenses				
3400 Other Funds Ltd	1,407	1,407	0	0.00%
6400 Federal Funds Ltd	7	7	0	0.00%
All Funds	1,414	1,414	0	0.00%
4200 Telecommunications				
3400 Other Funds Ltd	1,152	1,152	0	0.00%
4250 Data Processing				
3400 Other Funds Ltd	24	24	0	0.00%
4300 Professional Services				
3400 Other Funds Ltd	7,068	7,068	0	0.00%
6400 Federal Funds Ltd	1,019	1,019	0	0.00%
All Funds	8,087	8,087	0	0.00%
4400 Dues and Subscriptions				
3400 Other Funds Ltd	483	483	0	0.00%
4450 Fuels and Utilities				
3400 Other Funds Ltd	13,963	13,963	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
OSD**

Cross Reference Number: 58100-200-00-00-00000

Package: Standard Inflation

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
4475 Facilities Maintenance				
3400 Other Funds Ltd	19,200	19,200	0	0.00%
4500 Food and Kitchen Supplies				
3400 Other Funds Ltd	5,848	5,848	0	0.00%
4525 Medical Services and Supplies				
3400 Other Funds Ltd	81	81	0	0.00%
4550 Other Care of Residents and Patients				
3400 Other Funds Ltd	24	24	0	0.00%
4575 Agency Program Related S and S				
3400 Other Funds Ltd	4,379	4,379	0	0.00%
6400 Federal Funds Ltd	700	700	0	0.00%
All Funds	5,079	5,079	0	0.00%
4650 Other Services and Supplies				
3400 Other Funds Ltd	4,459	4,459	0	0.00%
6400 Federal Funds Ltd	5,250	5,250	0	0.00%
All Funds	9,709	9,709	0	0.00%
4700 Expendable Prop 250 - 5000				
3400 Other Funds Ltd	5,166	5,166	0	0.00%
6400 Federal Funds Ltd	689	689	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-200-00-00-00000

2015-17 Biennium

Package: Standard Inflation

OSD

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
All Funds	5,855	5,855	0	0.00%
4715 IT Expendable Property				
3400 Other Funds Ltd	650	650	0	0.00%
SERVICES & SUPPLIES				
3400 Other Funds Ltd	64,454	64,454	0	0.00%
6400 Federal Funds Ltd	7,776	7,776	0	0.00%
TOTAL SERVICES & SUPPLIES	\$72,230	\$72,230	\$0	0.00%
EXPENDITURES				
3400 Other Funds Ltd	64,454	64,454	0	0.00%
6400 Federal Funds Ltd	7,776	7,776	0	0.00%
TOTAL EXPENDITURES	\$72,230	\$72,230	\$0	0.00%
ENDING BALANCE				
3400 Other Funds Ltd	(64,454)	(64,454)	0	0.00%
6400 Federal Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	(\$64,454)	(\$64,454)	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
OSD**

Cross Reference Number: 58100-200-00-00-00000

Package: Above Standard Inflation

Pkg Group: ESS Pkg Type: 030 Pkg Number: 032

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	102	102	0	0.00%
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REVENUE CATEGORIES

6400 Federal Funds Ltd	102	102	0	0.00%
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TOTAL REVENUE CATEGORIES	\$102	\$102	\$0	0.00%
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AVAILABLE REVENUES

6400 Federal Funds Ltd	102	102	0	0.00%
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TOTAL AVAILABLE REVENUES	\$102	\$102	\$0	0.00%
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EXPENDITURES

SERVICES & SUPPLIES

4300 Professional Services

3400 Other Funds Ltd	707	707	0	0.00%
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6400 Federal Funds Ltd	102	102	0	0.00%
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All Funds	809	809	0	0.00%
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SERVICES & SUPPLIES

3400 Other Funds Ltd	707	707	0	0.00%
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6400 Federal Funds Ltd	102	102	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
OSD**

Cross Reference Number: 58100-200-00-00-00000

Package: Above Standard Inflation

Pkg Group: ESS Pkg Type: 030 Pkg Number: 032

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL SERVICES & SUPPLIES	\$809	\$809	\$0	0.00%
EXPENDITURES				
3400 Other Funds Ltd	707	707	0	0.00%
6400 Federal Funds Ltd	102	102	0	0.00%
TOTAL EXPENDITURES	\$809	\$809	\$0	0.00%
ENDING BALANCE				
3400 Other Funds Ltd	(707)	(707)	0	0.00%
6400 Federal Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	(\$707)	(\$707)	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
OSD**

**Cross Reference Number: 58100-200-00-00-00000
Package: Position Cleanup 2015
Pkg Group: POL Pkg Type: POL Pkg Number: 107**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	11,279	11,279	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	11,279	11,279	0	0.00%
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TOTAL REVENUE CATEGORIES	\$11,279	\$11,279	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	11,279	11,279	0	0.00%
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TOTAL AVAILABLE REVENUES	\$11,279	\$11,279	\$0	0.00%
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EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3110 Class/Unclass Sal. and Per Diem

8000 General Fund	9,093	9,093	0	0.00%
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3400 Other Funds Ltd	50,640	50,640	0	0.00%
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6400 Federal Funds Ltd	13,639	13,639	0	0.00%
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All Funds	73,372	73,372	0	0.00%
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SALARIES & WAGES

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
OSD**

Cross Reference Number: 58100-200-00-00-00000

Package: Position Cleanup 2015

Pkg Group: POL Pkg Type: POL Pkg Number: 107

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	9,093	9,093	0	0.00%
3400 Other Funds Ltd	50,640	50,640	0	0.00%
6400 Federal Funds Ltd	13,639	13,639	0	0.00%
TOTAL SALARIES & WAGES	\$73,372	\$73,372	\$0	0.00%
OTHER PAYROLL EXPENSES				
3210 Empl. Rel. Bd. Assessments				
3400 Other Funds Ltd	44	44	0	0.00%
3220 Public Employees Retire Cont				
8000 General Fund	1,435	1,435	0	0.00%
3400 Other Funds Ltd	7,996	7,996	0	0.00%
6400 Federal Funds Ltd	2,154	2,154	0	0.00%
All Funds	11,585	11,585	0	0.00%
3230 Social Security Taxes				
8000 General Fund	696	696	0	0.00%
3400 Other Funds Ltd	3,874	3,874	0	0.00%
6400 Federal Funds Ltd	1,043	1,043	0	0.00%
All Funds	5,613	5,613	0	0.00%
3250 Workers Comp. Assess. (WCD)				
3400 Other Funds Ltd	69	69	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
OSD**

**Cross Reference Number: 58100-200-00-00-00000
Package: Position Cleanup 2015
Pkg Group: POL Pkg Type: POL Pkg Number: 107**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3260 Mass Transit Tax				
8000 General Fund	55	55	0	0.00%
3400 Other Funds Ltd	304	304	0	0.00%
All Funds	359	359	0	0.00%
3270 Flexible Benefits				
3400 Other Funds Ltd	30,528	30,528	0	0.00%
OTHER PAYROLL EXPENSES				
8000 General Fund	2,186	2,186	0	0.00%
3400 Other Funds Ltd	42,815	42,815	0	0.00%
6400 Federal Funds Ltd	3,197	3,197	0	0.00%
TOTAL OTHER PAYROLL EXPENSES	\$48,198	\$48,198	\$0	0.00%
PERSONAL SERVICES				
8000 General Fund	11,279	11,279	0	0.00%
3400 Other Funds Ltd	93,455	93,455	0	0.00%
6400 Federal Funds Ltd	16,836	16,836	0	0.00%
TOTAL PERSONAL SERVICES	\$121,570	\$121,570	\$0	0.00%
SERVICES & SUPPLIES				
4500 Food and Kitchen Supplies				
3400 Other Funds Ltd	(93,455)	(93,455)	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
OSD

Cross Reference Number: 58100-200-00-00-00000
Package: Position Cleanup 2015
Pkg Group: POL Pkg Type: POL Pkg Number: 107

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
4650 Other Services and Supplies				
6400 Federal Funds Ltd	(16,836)	(16,836)	0	0.00%
SERVICES & SUPPLIES				
3400 Other Funds Ltd	(93,455)	(93,455)	0	0.00%
6400 Federal Funds Ltd	(16,836)	(16,836)	0	0.00%
TOTAL SERVICES & SUPPLIES	(\$110,291)	(\$110,291)	\$0	0.00%
EXPENDITURES				
8000 General Fund	11,279	11,279	0	0.00%
3400 Other Funds Ltd	-	-	0	0.00%
6400 Federal Funds Ltd	-	-	0	0.00%
TOTAL EXPENDITURES	\$11,279	\$11,279	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
3400 Other Funds Ltd	-	-	0	0.00%
6400 Federal Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	1	1	0	0.00%
AUTHORIZED FTE				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-200-00-00-00000

2015-17 Biennium

Package: Position Cleanup 2015

OSD

Pkg Group: POL Pkg Type: POL Pkg Number: 107

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8250 Class/Unclass FTE Positions	1.17	1.17	0.00	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Youth Corrections Educational Program**

**Cross Reference Number: 58100-250-00-00-00000
Package: Non-PICS Psnl Svc / Vacancy Factor
Pkg Group: ESS Pkg Type: 010 Pkg Number: 010**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
EXPENDITURES				
PERSONAL SERVICES				
SALARIES & WAGES				
3160 Temporary Appointments				
3400 Other Funds Ltd	7,394	7,394	0	0.00%
3190 All Other Differential				
3400 Other Funds Ltd	3,763	3,763	0	0.00%
SALARIES & WAGES				
3400 Other Funds Ltd	11,157	11,157	0	0.00%
TOTAL SALARIES & WAGES	\$11,157	\$11,157	\$0	0.00%
OTHER PAYROLL EXPENSES				
3220 Public Employees Retire Cont				
3400 Other Funds Ltd	594	594	0	0.00%
3221 Pension Obligation Bond				
3400 Other Funds Ltd	(14,472)	(14,472)	0	0.00%
3230 Social Security Taxes				
3400 Other Funds Ltd	854	854	0	0.00%
OTHER PAYROLL EXPENSES				
3400 Other Funds Ltd	(13,024)	(13,024)	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-250-00-00-00000

2015-17 Biennium

Package: Non-PICS Psnl Svc / Vacancy Factor

Youth Corrections Educational Program

Pkg Group: ESS Pkg Type: 010 Pkg Number: 010

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL OTHER PAYROLL EXPENSES	(\$13,024)	(\$13,024)	\$0	0.00%
PERSONAL SERVICES				
3400 Other Funds Ltd	(1,867)	(1,867)	0	0.00%
TOTAL PERSONAL SERVICES	(\$1,867)	(\$1,867)	\$0	0.00%
EXPENDITURES				
3400 Other Funds Ltd	(1,867)	(1,867)	0	0.00%
TOTAL EXPENDITURES	(\$1,867)	(\$1,867)	\$0	0.00%
ENDING BALANCE				
3400 Other Funds Ltd	1,867	1,867	0	0.00%
TOTAL ENDING BALANCE	\$1,867	\$1,867	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-250-00-00-00000

2015-17 Biennium

Package: Standard Inflation

Youth Corrections Educational Program

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

EXPENDITURES

SERVICES & SUPPLIES

4100 Instate Travel

3400 Other Funds Ltd	77	77	0	0.00%
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4150 Employee Training

3400 Other Funds Ltd	77	77	0	0.00%
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4175 Office Expenses

3400 Other Funds Ltd	6,629	6,629	0	0.00%
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4200 Telecommunications

3400 Other Funds Ltd	8	8	0	0.00%
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4250 Data Processing

3400 Other Funds Ltd	1,200	1,200	0	0.00%
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4275 Publicity and Publications

3400 Other Funds Ltd	15	15	0	0.00%
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4300 Professional Services

3400 Other Funds Ltd	2,195	2,195	0	0.00%
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4315 IT Professional Services

3400 Other Funds Ltd	1,058	1,058	0	0.00%
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4325 Attorney General

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-250-00-00-00000

2015-17 Biennium

Package: Standard Inflation

Youth Corrections Educational Program

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	15	11	(4)	(26.67%)
4475 Facilities Maintenance				
3400 Other Funds Ltd	9,425	9,425	0	0.00%
4650 Other Services and Supplies				
3400 Other Funds Ltd	5,530	5,530	0	0.00%
4700 Expendable Prop 250 - 5000				
3400 Other Funds Ltd	9,921	9,921	0	0.00%
4715 IT Expendable Property				
3400 Other Funds Ltd	27	27	0	0.00%
SERVICES & SUPPLIES				
3400 Other Funds Ltd	36,177	36,173	(4)	(0.01%)
TOTAL SERVICES & SUPPLIES	\$36,177	\$36,173	(\$4)	(0.01%)
SPECIAL PAYMENTS				
6040 Dist to Local School Districts				
3400 Other Funds Ltd	418,002	418,002	0	0.00%
6400 Federal Funds Ltd	64,730	64,730	0	0.00%
All Funds	482,732	482,732	0	0.00%
EXPENDITURES				
3400 Other Funds Ltd	454,179	454,175	(4)	(0.00%)

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-250-00-00-00000

2015-17 Biennium

Package: Standard Inflation

Youth Corrections Educational Program

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
6400 Federal Funds Ltd	64,730	64,730	0	0.00%
TOTAL EXPENDITURES	\$518,909	\$518,905	(\$4)	(0.00%)
ENDING BALANCE				
3400 Other Funds Ltd	(454,179)	(454,175)	4	0.00%
6400 Federal Funds Ltd	(64,730)	(64,730)	0	0.00%
TOTAL ENDING BALANCE	(\$518,909)	(\$518,905)	\$4	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-250-00-00-00000

2015-17 Biennium

Package: Above Standard Inflation

Youth Corrections Educational Program

Pkg Group: ESS Pkg Type: 030 Pkg Number: 032

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
EXPENDITURES				
SERVICES & SUPPLIES				
4300 Professional Services				
3400 Other Funds Ltd	219	219	0	0.00%
4315 IT Professional Services				
3400 Other Funds Ltd	106	106	0	0.00%
SERVICES & SUPPLIES				
3400 Other Funds Ltd	325	325	0	0.00%
TOTAL SERVICES & SUPPLIES	\$325	\$325	\$0	0.00%
EXPENDITURES				
3400 Other Funds Ltd	325	325	0	0.00%
TOTAL EXPENDITURES	\$325	\$325	\$0	0.00%
ENDING BALANCE				
3400 Other Funds Ltd	(325)	(325)	0	0.00%
TOTAL ENDING BALANCE	(\$325)	(\$325)	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-250-00-00-00000

2015-17 Biennium

Package: YCEP Tech Adjustments

Youth Corrections Educational Program

Pkg Group: POL Pkg Type: POL Pkg Number: 111

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

EXPENDITURES

PERSONAL SERVICES

SALARIES & WAGES

3110 Class/Unclass Sal. and Per Diem

3400 Other Funds Ltd	(112,872)	(112,872)	0	0.00%
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3160 Temporary Appointments

3400 Other Funds Ltd	(220,000)	(220,000)	0	0.00%
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3190 All Other Differential

3400 Other Funds Ltd	(110,000)	(110,000)	0	0.00%
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SALARIES & WAGES

3400 Other Funds Ltd	(442,872)	(442,872)	0	0.00%
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TOTAL SALARIES & WAGES

	(\$442,872)	(\$442,872)	\$0	0.00%
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OTHER PAYROLL EXPENSES

3210 Empl. Rel. Bd. Assessments

3400 Other Funds Ltd	(88)	(88)	0	0.00%
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3220 Public Employees Retire Cont

3400 Other Funds Ltd	(35,192)	(35,192)	0	0.00%
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3230 Social Security Taxes

3400 Other Funds Ltd	(33,880)	(33,880)	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-250-00-00-00000

2015-17 Biennium

Package: YCEP Tech Adjustments

Youth Corrections Educational Program

Pkg Group: POL Pkg Type: POL Pkg Number: 111

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3250 Workers Comp. Assess. (WCD)				
3400 Other Funds Ltd	(138)	(138)	0	0.00%
3260 Mass Transit Tax				
3400 Other Funds Ltd	(2,657)	(2,657)	0	0.00%
3270 Flexible Benefits				
3400 Other Funds Ltd	(61,056)	(61,056)	0	0.00%
OTHER PAYROLL EXPENSES				
3400 Other Funds Ltd	(133,011)	(133,011)	0	0.00%
TOTAL OTHER PAYROLL EXPENSES	(\$133,011)	(\$133,011)	\$0	0.00%
PERSONAL SERVICES				
3400 Other Funds Ltd	(575,883)	(575,883)	0	0.00%
TOTAL PERSONAL SERVICES	(\$575,883)	(\$575,883)	\$0	0.00%
SERVICES & SUPPLIES				
4175 Office Expenses				
3400 Other Funds Ltd	(150,000)	(150,000)	0	0.00%
4200 Telecommunications				
3400 Other Funds Ltd	3,000	3,000	0	0.00%
4250 Data Processing				
3400 Other Funds Ltd	(30,000)	(30,000)	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-250-00-00-00000

2015-17 Biennium

Package: YCEP Tech Adjustments

Youth Corrections Educational Program

Pkg Group: POL Pkg Type: POL Pkg Number: 111

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
4475 Facilities Maintenance				
3400 Other Funds Ltd	(323,579)	(323,579)	0	0.00%
4700 Expendable Prop 250 - 5000				
3400 Other Funds Ltd	(300,000)	(300,000)	0	0.00%
SERVICES & SUPPLIES				
3400 Other Funds Ltd	(800,579)	(800,579)	0	0.00%
TOTAL SERVICES & SUPPLIES	(\$800,579)	(\$800,579)	\$0	0.00%
SPECIAL PAYMENTS				
6040 Dist to Local School Districts				
3400 Other Funds Ltd	1,376,462	1,376,462	0	0.00%
EXPENDITURES				
3400 Other Funds Ltd	-	-	0	0.00%
TOTAL EXPENDITURES	-	-	\$0	0.00%
ENDING BALANCE				
3400 Other Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%
AUTHORIZED POSITIONS				
8150 Class/Unclass Positions	(2)	(2)	0	0.00%
AUTHORIZED FTE				

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-250-00-00-00000

2015-17 Biennium

Package: YCEP Tech Adjustments

Youth Corrections Educational Program

Pkg Group: POL Pkg Type: POL Pkg Number: 111

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8250 Class/Unclass FTE Positions	(2.00)	(2.00)	0.00	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports

Cross Reference Number: 58100-300-00-00-00000
Package: Phase-in
Pkg Group: ESS Pkg Type: 020 Pkg Number: 021

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	2,060,000	-	(2,060,000)	(100.00%)
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TRANSFERS IN

1050 Transfer In Other

3400 Other Funds Ltd	5,309,607	5,309,607	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	2,060,000	-	(2,060,000)	(100.00%)
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3400 Other Funds Ltd	5,309,607	5,309,607	0	0.00%
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TOTAL REVENUE CATEGORIES	\$7,369,607	\$5,309,607	(\$2,060,000)	(27.95%)
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AVAILABLE REVENUES

8000 General Fund	2,060,000	-	(2,060,000)	(100.00%)
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3400 Other Funds Ltd	5,309,607	5,309,607	0	0.00%
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TOTAL AVAILABLE REVENUES	\$7,369,607	\$5,309,607	(\$2,060,000)	(27.95%)
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	2,060,000	-	(2,060,000)	(100.00%)
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: Phase-in
Pkg Group: ESS Pkg Type: 020 Pkg Number: 021**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	5,309,607	5,309,607	0	0.00%
All Funds	7,369,607	5,309,607	(2,060,000)	(27.95%)
SPECIAL PAYMENTS				
8000 General Fund	2,060,000	-	(2,060,000)	(100.00%)
3400 Other Funds Ltd	5,309,607	5,309,607	0	0.00%
TOTAL SPECIAL PAYMENTS	\$7,369,607	\$5,309,607	(\$2,060,000)	(27.95%)
EXPENDITURES				
8000 General Fund	2,060,000	-	(2,060,000)	(100.00%)
3400 Other Funds Ltd	5,309,607	5,309,607	0	0.00%
TOTAL EXPENDITURES	\$7,369,607	\$5,309,607	(\$2,060,000)	(27.95%)
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
3400 Other Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
 2015-17 Biennium
 Grant - In - Aid and District Supports

Cross Reference Number: 58100-300-00-00-00000
 Package: Phase-out Pgm & One-time Costs
 Pkg Group: ESS Pkg Type: 020 Pkg Number: 022

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	(5,050,000)	(5,050,000)	0	0.00%
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TRANSFERS IN

1050 Transfer In Other

3400 Other Funds Ltd	(7,265,906)	(7,265,906)	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	(5,050,000)	(5,050,000)	0	0.00%
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3400 Other Funds Ltd	(7,265,906)	(7,265,906)	0	0.00%
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TOTAL REVENUE CATEGORIES	(\$12,315,906)	(\$12,315,906)	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	(5,050,000)	(5,050,000)	0	0.00%
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3400 Other Funds Ltd	(7,265,906)	(7,265,906)	0	0.00%
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TOTAL AVAILABLE REVENUES	(\$12,315,906)	(\$12,315,906)	\$0	0.00%
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	(5,050,000)	(5,050,000)	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: Phase-out Pgm & One-time Costs
Pkg Group: ESS Pkg Type: 020 Pkg Number: 022**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	(11,341,084)	(11,341,084)	0	0.00%
All Funds	(16,391,084)	(16,391,084)	0	0.00%
SPECIAL PAYMENTS				
8000 General Fund	(5,050,000)	(5,050,000)	0	0.00%
3400 Other Funds Ltd	(11,341,084)	(11,341,084)	0	0.00%
TOTAL SPECIAL PAYMENTS	(\$16,391,084)	(\$16,391,084)	\$0	0.00%
EXPENDITURES				
8000 General Fund	(5,050,000)	(5,050,000)	0	0.00%
3400 Other Funds Ltd	(11,341,084)	(11,341,084)	0	0.00%
TOTAL EXPENDITURES	(\$16,391,084)	(\$16,391,084)	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
3400 Other Funds Ltd	4,075,178	4,075,178	0	0.00%
TOTAL ENDING BALANCE	\$4,075,178	\$4,075,178	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: Standard Inflation
Pkg Group: ESS Pkg Type: 030 Pkg Number: 031**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	6,511,510	6,511,510	0	0.00%
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FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	23,603,664	23,603,664	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	6,511,510	6,511,510	0	0.00%
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6400 Federal Funds Ltd	23,603,664	23,603,664	0	0.00%
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TOTAL REVENUE CATEGORIES	\$30,115,174	\$30,115,174	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	6,511,510	6,511,510	0	0.00%
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6400 Federal Funds Ltd	23,603,664	23,603,664	0	0.00%
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TOTAL AVAILABLE REVENUES	\$30,115,174	\$30,115,174	\$0	0.00%
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EXPENDITURES

SERVICES & SUPPLIES

4300 Professional Services

3400 Other Funds Ltd	92,059	92,059	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: Standard Inflation
Pkg Group: ESS Pkg Type: 030 Pkg Number: 031**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
SPECIAL PAYMENTS				
6025 Dist to Other Gov Unit				
8000 General Fund	45	45	0	0.00%
6030 Dist to Non-Gov Units				
8000 General Fund	274,142	274,142	0	0.00%
3400 Other Funds Ltd	64,512	64,512	0	0.00%
6400 Federal Funds Ltd	320,239	320,239	0	0.00%
All Funds	658,893	658,893	0	0.00%
6040 Dist to Local School Districts				
8000 General Fund	6,208,203	6,208,203	0	0.00%
3400 Other Funds Ltd	1,638,128	1,638,128	0	0.00%
6400 Federal Funds Ltd	23,229,430	23,229,430	0	0.00%
All Funds	31,075,761	31,075,761	0	0.00%
6045 Dist to Comm College Districts				
8000 General Fund	30	30	0	0.00%
6400 Federal Funds Ltd	47,935	47,935	0	0.00%
All Funds	47,965	47,965	0	0.00%
6085 Other Special Payments				
8000 General Fund	29,060	29,060	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-300-00-00-00000

2015-17 Biennium

Package: Standard Inflation

Grant - In - Aid and District Supports

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	61,894	61,894	0	0.00%
All Funds	90,954	90,954	0	0.00%
6291 Spc Pmt to Corrections, Dept of				
6400 Federal Funds Ltd	6,060	6,060	0	0.00%
6580 Spc Pmt to OR University System				
8000 General Fund	30	30	0	0.00%
SPECIAL PAYMENTS				
8000 General Fund	6,511,510	6,511,510	0	0.00%
3400 Other Funds Ltd	1,764,534	1,764,534	0	0.00%
6400 Federal Funds Ltd	23,603,664	23,603,664	0	0.00%
TOTAL SPECIAL PAYMENTS	\$31,879,708	\$31,879,708	\$0	0.00%
EXPENDITURES				
8000 General Fund	6,511,510	6,511,510	0	0.00%
3400 Other Funds Ltd	1,856,593	1,856,593	0	0.00%
6400 Federal Funds Ltd	23,603,664	23,603,664	0	0.00%
TOTAL EXPENDITURES	\$31,971,767	\$31,971,767	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
3400 Other Funds Ltd	(1,856,593)	(1,856,593)	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

Cross Reference Number: 58100-300-00-00-00000

Package: Standard Inflation

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
6400 Federal Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	(\$1,856,593)	(\$1,856,593)	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: Above Standard Inflation
Pkg Group: ESS Pkg Type: 030 Pkg Number: 032**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
EXPENDITURES				
SERVICES & SUPPLIES				
4300 Professional Services				
3400 Other Funds Ltd	9,206	9,206	0	0.00%
EXPENDITURES				
3400 Other Funds Ltd	9,206	9,206	0	0.00%
TOTAL EXPENDITURES	\$9,206	\$9,206	\$0	0.00%
ENDING BALANCE				
3400 Other Funds Ltd	(9,206)	(9,206)	0	0.00%
TOTAL ENDING BALANCE	(\$9,206)	(\$9,206)	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

Cross Reference Number: 58100-300-00-00-00000

Package: Exceptional Inflation

Pkg Group: ESS Pkg Type: 030 Pkg Number: 033

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
EXPENDITURES				
SPECIAL PAYMENTS				
6040 Dist to Local School Districts				
3400 Other Funds Ltd	379,332	379,332	0	0.00%
SPECIAL PAYMENTS				
3400 Other Funds Ltd	379,332	379,332	0	0.00%
TOTAL SPECIAL PAYMENTS	\$379,332	\$379,332	\$0	0.00%
EXPENDITURES				
3400 Other Funds Ltd	379,332	379,332	0	0.00%
TOTAL EXPENDITURES	\$379,332	\$379,332	\$0	0.00%
ENDING BALANCE				
3400 Other Funds Ltd	(379,332)	(379,332)	0	0.00%
TOTAL ENDING BALANCE	(\$379,332)	(\$379,332)	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
 2015-17 Biennium
 Grant - In - Aid and District Supports

Cross Reference Number: 58100-300-00-00-00000
 Package: Mandated Caseload
 Pkg Group: ESS Pkg Type: 040 Pkg Number: 040

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	6,663,170	6,663,170	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	6,663,170	6,663,170	0	0.00%
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TOTAL REVENUE CATEGORIES	\$6,663,170	\$6,663,170	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	6,663,170	6,663,170	0	0.00%
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TOTAL AVAILABLE REVENUES	\$6,663,170	\$6,663,170	\$0	0.00%
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	6,663,170	6,663,170	0	0.00%
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SPECIAL PAYMENTS

8000 General Fund	6,663,170	6,663,170	0	0.00%
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TOTAL SPECIAL PAYMENTS	\$6,663,170	\$6,663,170	\$0	0.00%
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EXPENDITURES

8000 General Fund	6,663,170	6,663,170	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: Mandated Caseload
Pkg Group: ESS Pkg Type: 040 Pkg Number: 040**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL EXPENDITURES	\$6,663,170	\$6,663,170	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: Fundshifts
Pkg Group: ESS Pkg Type: 050 Pkg Number: 050**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	713,480	713,480	0	0.00%
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FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	(713,480)	(713,480)	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	713,480	713,480	0	0.00%
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6400 Federal Funds Ltd	(713,480)	(713,480)	0	0.00%
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TOTAL REVENUE CATEGORIES

-	-	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	713,480	713,480	0	0.00%
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6400 Federal Funds Ltd	(713,480)	(713,480)	0	0.00%
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TOTAL AVAILABLE REVENUES

-	-	\$0	0.00%
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	713,480	713,480	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

Cross Reference Number: 58100-300-00-00-00000

Package: Fundshifts

Pkg Group: ESS Pkg Type: 050 Pkg Number: 050

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
6400 Federal Funds Ltd	(713,480)	(713,480)	0	0.00%
All Funds	-	-	0	0.00%
SPECIAL PAYMENTS				
8000 General Fund	713,480	713,480	0	0.00%
6400 Federal Funds Ltd	(713,480)	(713,480)	0	0.00%
TOTAL SPECIAL PAYMENTS	-	-	\$0	0.00%
EXPENDITURES				
8000 General Fund	713,480	713,480	0	0.00%
6400 Federal Funds Ltd	(713,480)	(713,480)	0	0.00%
TOTAL EXPENDITURES	-	-	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
6400 Federal Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: Technical Adjustments
Pkg Group: ESS Pkg Type: 060 Pkg Number: 060**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	1,000,000	(997,717)	(1,997,717)	(199.77%)
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FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	4,007,245	2,007,245	(2,000,000)	(49.91%)
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REVENUE CATEGORIES

8000 General Fund	1,000,000	(997,717)	(1,997,717)	(199.77%)
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6400 Federal Funds Ltd	4,007,245	2,007,245	(2,000,000)	(49.91%)
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TOTAL REVENUE CATEGORIES	\$5,007,245	\$1,009,528	(\$3,997,717)	(79.84%)
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AVAILABLE REVENUES

8000 General Fund	1,000,000	(997,717)	(1,997,717)	(199.77%)
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6400 Federal Funds Ltd	4,007,245	2,007,245	(2,000,000)	(49.91%)
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TOTAL AVAILABLE REVENUES	\$5,007,245	\$1,009,528	(\$3,997,717)	(79.84%)
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	1,000,000	-	(1,000,000)	(100.00%)
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: Technical Adjustments
Pkg Group: ESS Pkg Type: 060 Pkg Number: 060**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
6400 Federal Funds Ltd	2,000,000	-	(2,000,000)	(100.00%)
All Funds	3,000,000	-	(3,000,000)	(100.00%)
6085 Other Special Payments				
8000 General Fund	-	(997,717)	(997,717)	100.00%
3400 Other Funds Ltd	-	(412,000)	(412,000)	100.00%
All Funds	-	(1,409,717)	(1,409,717)	100.00%
6525 Spc Pmt to HECC				
6400 Federal Funds Ltd	2,007,245	2,007,245	0	0.00%
SPECIAL PAYMENTS				
8000 General Fund	1,000,000	(997,717)	(1,997,717)	(199.77%)
3400 Other Funds Ltd	-	(412,000)	(412,000)	100.00%
6400 Federal Funds Ltd	4,007,245	2,007,245	(2,000,000)	(49.91%)
TOTAL SPECIAL PAYMENTS	\$5,007,245	\$597,528	(\$4,409,717)	(88.07%)
EXPENDITURES				
8000 General Fund	1,000,000	(997,717)	(1,997,717)	(199.77%)
3400 Other Funds Ltd	-	(412,000)	(412,000)	100.00%
6400 Federal Funds Ltd	4,007,245	2,007,245	(2,000,000)	(49.91%)
TOTAL EXPENDITURES	\$5,007,245	\$597,528	(\$4,409,717)	(88.07%)

ENDING BALANCE

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

Cross Reference Number: 58100-300-00-00-00000

Package: Technical Adjustments

Pkg Group: ESS Pkg Type: 060 Pkg Number: 060

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	-	-	0	0.00%
3400 Other Funds Ltd	-	412,000	412,000	100.00%
6400 Federal Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	-	\$412,000	\$412,000	100.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports

Cross Reference Number: 58100-300-00-00-00000
Package: School & District Turnaround Model
Pkg Group: POL Pkg Type: POL Pkg Number: 101

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	15,000,000	3,000,000	(12,000,000)	(80.00%)
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REVENUE CATEGORIES

8000 General Fund	15,000,000	3,000,000	(12,000,000)	(80.00%)
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TOTAL REVENUE CATEGORIES	\$15,000,000	\$3,000,000	(\$12,000,000)	(80.00%)
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AVAILABLE REVENUES

8000 General Fund	15,000,000	3,000,000	(12,000,000)	(80.00%)
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TOTAL AVAILABLE REVENUES	\$15,000,000	\$3,000,000	(\$12,000,000)	(80.00%)
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	15,000,000	3,000,000	(12,000,000)	(80.00%)
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SPECIAL PAYMENTS

8000 General Fund	15,000,000	3,000,000	(12,000,000)	(80.00%)
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TOTAL SPECIAL PAYMENTS	\$15,000,000	\$3,000,000	(\$12,000,000)	(80.00%)
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EXPENDITURES

8000 General Fund	15,000,000	3,000,000	(12,000,000)	(80.00%)
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: School & District Turnaround Model
Pkg Group: POL Pkg Type: POL Pkg Number: 101**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL EXPENDITURES	\$15,000,000	\$3,000,000	(\$12,000,000)	(80.00%)
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: K to Grade 3 Literacy
Pkg Group: POL Pkg Type: POL Pkg Number: 102**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	177,142,000	-	(177,142,000)	(100.00%)
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REVENUE CATEGORIES

8000 General Fund	177,142,000	-	(177,142,000)	(100.00%)
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TOTAL REVENUE CATEGORIES	\$177,142,000	-	(\$177,142,000)	(100.00%)
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AVAILABLE REVENUES

8000 General Fund	177,142,000	-	(177,142,000)	(100.00%)
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TOTAL AVAILABLE REVENUES	\$177,142,000	-	(\$177,142,000)	(100.00%)
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	177,142,000	-	(177,142,000)	(100.00%)
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SPECIAL PAYMENTS

8000 General Fund	177,142,000	-	(177,142,000)	(100.00%)
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TOTAL SPECIAL PAYMENTS	\$177,142,000	-	(\$177,142,000)	(100.00%)
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EXPENDITURES

8000 General Fund	177,142,000	-	(177,142,000)	(100.00%)
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: K to Grade 3 Literacy
Pkg Group: POL Pkg Type: POL Pkg Number: 102**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL EXPENDITURES	\$177,142,000	-	(\$177,142,000)	(100.00%)
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: PE fund shift to GF
Pkg Group: POL Pkg Type: POL Pkg Number: 144**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	-	4,000,000	4,000,000	100.00%
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REVENUE CATEGORIES

8000 General Fund	-	4,000,000	4,000,000	100.00%
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TOTAL REVENUE CATEGORIES	-	\$4,000,000	\$4,000,000	100.00%
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AVAILABLE REVENUES

8000 General Fund	-	4,000,000	4,000,000	100.00%
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TOTAL AVAILABLE REVENUES	-	\$4,000,000	\$4,000,000	100.00%
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	-	4,000,000	4,000,000	100.00%
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SPECIAL PAYMENTS

8000 General Fund	-	4,000,000	4,000,000	100.00%
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TOTAL SPECIAL PAYMENTS	-	\$4,000,000	\$4,000,000	100.00%
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EXPENDITURES

8000 General Fund	-	4,000,000	4,000,000	100.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: PE fund shift to GF
Pkg Group: POL Pkg Type: POL Pkg Number: 144**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL EXPENDITURES	-	\$4,000,000	\$4,000,000	100.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: College & Career CTE
Pkg Group: POL Pkg Type: POL Pkg Number: 145**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	-	14,700,000	14,700,000	100.00%
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REVENUE CATEGORIES

8000 General Fund	-	14,700,000	14,700,000	100.00%
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TOTAL REVENUE CATEGORIES	-	\$14,700,000	\$14,700,000	100.00%
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AVAILABLE REVENUES

8000 General Fund	-	14,700,000	14,700,000	100.00%
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TOTAL AVAILABLE REVENUES	-	\$14,700,000	\$14,700,000	100.00%
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	-	14,700,000	14,700,000	100.00%
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SPECIAL PAYMENTS

8000 General Fund	-	14,700,000	14,700,000	100.00%
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TOTAL SPECIAL PAYMENTS	-	\$14,700,000	\$14,700,000	100.00%
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EXPENDITURES

8000 General Fund	-	14,700,000	14,700,000	100.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: College & Career CTE
Pkg Group: POL Pkg Type: POL Pkg Number: 145**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL EXPENDITURES	-	\$14,700,000	\$14,700,000	100.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
 2015-17 Biennium
 Grant - In - Aid and District Supports

Cross Reference Number: 58100-300-00-00-00000
 Package: College & Career NQTL
 Pkg Group: POL Pkg Type: POL Pkg Number: 146

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	-	7,800,000	7,800,000	100.00%
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REVENUE CATEGORIES

8000 General Fund	-	7,800,000	7,800,000	100.00%
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TOTAL REVENUE CATEGORIES	-	\$7,800,000	\$7,800,000	100.00%
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AVAILABLE REVENUES

8000 General Fund	-	7,800,000	7,800,000	100.00%
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TOTAL AVAILABLE REVENUES	-	\$7,800,000	\$7,800,000	100.00%
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	-	7,800,000	7,800,000	100.00%
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SPECIAL PAYMENTS

8000 General Fund	-	7,800,000	7,800,000	100.00%
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TOTAL SPECIAL PAYMENTS	-	\$7,800,000	\$7,800,000	100.00%
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EXPENDITURES

8000 General Fund	-	7,800,000	7,800,000	100.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: College & Career NQTL
Pkg Group: POL Pkg Type: POL Pkg Number: 146**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL EXPENDITURES	-	\$7,800,000	\$7,800,000	100.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports

Cross Reference Number: 58100-300-00-00-00000
Package: College & Career Math/HS
Pkg Group: POL Pkg Type: POL Pkg Number: 147

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	-	5,400,000	5,400,000	100.00%
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REVENUE CATEGORIES

8000 General Fund	-	5,400,000	5,400,000	100.00%
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TOTAL REVENUE CATEGORIES	-	\$5,400,000	\$5,400,000	100.00%
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AVAILABLE REVENUES

8000 General Fund	-	5,400,000	5,400,000	100.00%
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TOTAL AVAILABLE REVENUES	-	\$5,400,000	\$5,400,000	100.00%
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	-	5,400,000	5,400,000	100.00%
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SPECIAL PAYMENTS

8000 General Fund	-	5,400,000	5,400,000	100.00%
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TOTAL SPECIAL PAYMENTS	-	\$5,400,000	\$5,400,000	100.00%
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EXPENDITURES

8000 General Fund	-	5,400,000	5,400,000	100.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: College & Career Math/HS
Pkg Group: POL Pkg Type: POL Pkg Number: 147**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL EXPENDITURES	-	\$5,400,000	\$5,400,000	100.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: Equity/Collective Impact/Poverty
Pkg Group: POL Pkg Type: POL Pkg Number: 148**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	-	7,000,000	7,000,000	100.00%
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REVENUE CATEGORIES

8000 General Fund	-	7,000,000	7,000,000	100.00%
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TOTAL REVENUE CATEGORIES	-	\$7,000,000	\$7,000,000	100.00%
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AVAILABLE REVENUES

8000 General Fund	-	7,000,000	7,000,000	100.00%
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TOTAL AVAILABLE REVENUES	-	\$7,000,000	\$7,000,000	100.00%
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	-	7,000,000	7,000,000	100.00%
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SPECIAL PAYMENTS

8000 General Fund	-	7,000,000	7,000,000	100.00%
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TOTAL SPECIAL PAYMENTS	-	\$7,000,000	\$7,000,000	100.00%
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EXPENDITURES

8000 General Fund	-	7,000,000	7,000,000	100.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: Equity/Collective Impact/Poverty
Pkg Group: POL Pkg Type: POL Pkg Number: 148**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL EXPENDITURES	-	\$7,000,000	\$7,000,000	100.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
 2015-17 Biennium
 Grant - In - Aid and District Supports

Cross Reference Number: 58100-300-00-00-00000
 Package: Tell Survey to OEIB
 Pkg Group: POL Pkg Type: POL Pkg Number: 149

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	-	(250,000)	(250,000)	100.00%
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REVENUE CATEGORIES

8000 General Fund	-	(250,000)	(250,000)	100.00%
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TOTAL REVENUE CATEGORIES	-	(\$250,000)	(\$250,000)	100.00%
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AVAILABLE REVENUES

8000 General Fund	-	(250,000)	(250,000)	100.00%
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TOTAL AVAILABLE REVENUES	-	(\$250,000)	(\$250,000)	100.00%
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	-	(250,000)	(250,000)	100.00%
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SPECIAL PAYMENTS

8000 General Fund	-	(250,000)	(250,000)	100.00%
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TOTAL SPECIAL PAYMENTS	-	(\$250,000)	(\$250,000)	100.00%
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EXPENDITURES

8000 General Fund	-	(250,000)	(250,000)	100.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

Cross Reference Number: 58100-300-00-00-00000

Package: Tell Survey to OEIB

Pkg Group: POL Pkg Type: POL Pkg Number: 149

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL EXPENDITURES	-	(\$250,000)	(\$250,000)	100.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports

Cross Reference Number: 58100-300-00-00-00000
Package: Age 0 to Grade 3
Pkg Group: POL Pkg Type: POL Pkg Number: 160

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	-	26,999,043	26,999,043	100.00%
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REVENUE CATEGORIES

8000 General Fund	-	26,999,043	26,999,043	100.00%
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TOTAL REVENUE CATEGORIES	-	\$26,999,043	\$26,999,043	100.00%
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AVAILABLE REVENUES

8000 General Fund	-	26,999,043	26,999,043	100.00%
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TOTAL AVAILABLE REVENUES	-	\$26,999,043	\$26,999,043	100.00%
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	-	26,999,043	26,999,043	100.00%
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SPECIAL PAYMENTS

8000 General Fund	-	26,999,043	26,999,043	100.00%
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TOTAL SPECIAL PAYMENTS	-	\$26,999,043	\$26,999,043	100.00%
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EXPENDITURES

8000 General Fund	-	26,999,043	26,999,043	100.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: Age 0 to Grade 3
Pkg Group: POL Pkg Type: POL Pkg Number: 160**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL EXPENDITURES	-	\$26,999,043	\$26,999,043	100.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
 2015-17 Biennium
 Grant - In - Aid and District Supports

Cross Reference Number: 58100-300-00-00-00000
 Package: Age 0 to Grade 3 Kicker
 Pkg Group: POL Pkg Type: POL Pkg Number: 161

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	-	56,200,000	56,200,000	100.00%
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REVENUE CATEGORIES

8000 General Fund	-	56,200,000	56,200,000	100.00%
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TOTAL REVENUE CATEGORIES	-	\$56,200,000	\$56,200,000	100.00%
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AVAILABLE REVENUES

8000 General Fund	-	56,200,000	56,200,000	100.00%
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TOTAL AVAILABLE REVENUES	-	\$56,200,000	\$56,200,000	100.00%
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	-	56,200,000	56,200,000	100.00%
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SPECIAL PAYMENTS

8000 General Fund	-	56,200,000	56,200,000	100.00%
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TOTAL SPECIAL PAYMENTS	-	\$56,200,000	\$56,200,000	100.00%
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EXPENDITURES

8000 General Fund	-	56,200,000	56,200,000	100.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Grant - In - Aid and District Supports**

**Cross Reference Number: 58100-300-00-00-00000
Package: Age 0 to Grade 3 Kicker
Pkg Group: POL Pkg Type: POL Pkg Number: 161**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL EXPENDITURES	-	\$56,200,000	\$56,200,000	100.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-400-00-00-00000

2015-17 Biennium

Package: Phase-in

School Funding

Pkg Group: ESS Pkg Type: 020 Pkg Number: 021

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	177,309,541	177,309,541	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	177,309,541	177,309,541	0	0.00%
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TOTAL REVENUE CATEGORIES	\$177,309,541	\$177,309,541	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	177,309,541	177,309,541	0	0.00%
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TOTAL AVAILABLE REVENUES	\$177,309,541	\$177,309,541	\$0	0.00%
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	177,309,541	177,309,541	0	0.00%
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SPECIAL PAYMENTS

8000 General Fund	177,309,541	177,309,541	0	0.00%
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TOTAL SPECIAL PAYMENTS	\$177,309,541	\$177,309,541	\$0	0.00%
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ENDING BALANCE

8000 General Fund	-	-	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-400-00-00-00000

2015-17 Biennium

Package: Phase-in

School Funding

Pkg Group: ESS Pkg Type: 020 Pkg Number: 021

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
School Funding

Cross Reference Number: 58100-400-00-00-00000
Package: Phase-out Pgm & One-time Costs
Pkg Group: ESS Pkg Type: 020 Pkg Number: 022

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
REVENUE CATEGORIES				
GENERAL FUND APPROPRIATION				
0050 General Fund Appropriation				
8000 General Fund	(100,000,000)	(100,000,000)	0	0.00%
REVENUE CATEGORIES				
8000 General Fund	(100,000,000)	(100,000,000)	0	0.00%
TOTAL REVENUE CATEGORIES	(\$100,000,000)	(\$100,000,000)	\$0	0.00%
AVAILABLE REVENUES				
8000 General Fund	(100,000,000)	(100,000,000)	0	0.00%
TOTAL AVAILABLE REVENUES	(\$100,000,000)	(\$100,000,000)	\$0	0.00%
EXPENDITURES				
SPECIAL PAYMENTS				
6040 Dist to Local School Districts				
8000 General Fund	(100,000,000)	(100,000,000)	0	0.00%
SPECIAL PAYMENTS				
8000 General Fund	(100,000,000)	(100,000,000)	0	0.00%
TOTAL SPECIAL PAYMENTS	(\$100,000,000)	(\$100,000,000)	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-400-00-00-00000

2015-17 Biennium

Package: Phase-out Pgm & One-time Costs

School Funding

Pkg Group: ESS Pkg Type: 020 Pkg Number: 022

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
School Funding

Cross Reference Number: 58100-400-00-00-00000

Package: Standard Inflation

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	186,679,572	186,679,572	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	186,679,572	186,679,572	0	0.00%
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TOTAL REVENUE CATEGORIES	\$186,679,572	\$186,679,572	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	186,679,572	186,679,572	0	0.00%
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TOTAL AVAILABLE REVENUES	\$186,679,572	\$186,679,572	\$0	0.00%
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	185,403,716	185,403,716	0	0.00%
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6060 Intra-Agency Gen Fund Transfer

8000 General Fund	1,275,856	1,275,856	0	0.00%
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SPECIAL PAYMENTS

8000 General Fund	186,679,572	186,679,572	0	0.00%
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TOTAL SPECIAL PAYMENTS	\$186,679,572	\$186,679,572	\$0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-400-00-00-00000

2015-17 Biennium

Package: Standard Inflation

School Funding

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
School Funding

Cross Reference Number: 58100-400-00-00-00000
Package: Above Standard Inflation
Pkg Group: ESS Pkg Type: 030 Pkg Number: 032

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
REVENUE CATEGORIES				
GENERAL FUND APPROPRIATION				
0050 General Fund Appropriation				
8000 General Fund	75,448,665	75,448,665	0	0.00%
REVENUE CATEGORIES				
8000 General Fund	75,448,665	75,448,665	0	0.00%
TOTAL REVENUE CATEGORIES	\$75,448,665	\$75,448,665	\$0	0.00%
AVAILABLE REVENUES				
8000 General Fund	75,448,665	75,448,665	0	0.00%
TOTAL AVAILABLE REVENUES	\$75,448,665	\$75,448,665	\$0	0.00%
EXPENDITURES				
SPECIAL PAYMENTS				
6040 Dist to Local School Districts				
8000 General Fund	75,448,665	75,448,665	0	0.00%
SPECIAL PAYMENTS				
8000 General Fund	75,448,665	75,448,665	0	0.00%
TOTAL SPECIAL PAYMENTS	\$75,448,665	\$75,448,665	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-400-00-00-00000

2015-17 Biennium

Package: Above Standard Inflation

School Funding

Pkg Group: ESS Pkg Type: 030 Pkg Number: 032

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
School Funding

Cross Reference Number: 58100-400-00-00-00000

Package: Mandated Caseload

Pkg Group: ESS Pkg Type: 040 Pkg Number: 040

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
REVENUE CATEGORIES				
GENERAL FUND APPROPRIATION				
0050 General Fund Appropriation				
8000 General Fund	22,845,318	22,845,318	0	0.00%
REVENUE CATEGORIES				
8000 General Fund	22,845,318	22,845,318	0	0.00%
TOTAL REVENUE CATEGORIES	\$22,845,318	\$22,845,318	\$0	0.00%
AVAILABLE REVENUES				
8000 General Fund	22,845,318	22,845,318	0	0.00%
TOTAL AVAILABLE REVENUES	\$22,845,318	\$22,845,318	\$0	0.00%
EXPENDITURES				
SPECIAL PAYMENTS				
6040 Dist to Local School Districts				
8000 General Fund	22,845,318	22,845,318	0	0.00%
SPECIAL PAYMENTS				
8000 General Fund	22,845,318	22,845,318	0	0.00%
TOTAL SPECIAL PAYMENTS	\$22,845,318	\$22,845,318	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-400-00-00-00000

2015-17 Biennium

Package: Mandated Caseload

School Funding

Pkg Group: ESS Pkg Type: 040 Pkg Number: 040

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-400-00-00-00000

2015-17 Biennium

Package: Fundshifts

School Funding

Pkg Group: ESS Pkg Type: 050 Pkg Number: 050

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	(239,586,353)	(239,586,353)	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	(239,586,353)	(239,586,353)	0	0.00%
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TOTAL REVENUE CATEGORIES	(\$239,586,353)	(\$239,586,353)	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	(239,586,353)	(239,586,353)	0	0.00%
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TOTAL AVAILABLE REVENUES	(\$239,586,353)	(\$239,586,353)	\$0	0.00%
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	(239,586,353)	(239,586,353)	0	0.00%
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SPECIAL PAYMENTS

8000 General Fund	(239,586,353)	(239,586,353)	0	0.00%
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TOTAL SPECIAL PAYMENTS	(\$239,586,353)	(\$239,586,353)	\$0	0.00%
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ENDING BALANCE

8000 General Fund	-	-	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
School Funding**

Cross Reference Number: 58100-400-00-00-00000

Package: Fundshifts

Pkg Group: ESS Pkg Type: 050 Pkg Number: 050

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-400-00-00-00000

2015-17 Biennium

Package: Analyst Adjustments

School Funding

Pkg Group: POL Pkg Type: 090 Pkg Number: 090

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
REVENUE CATEGORIES				
GENERAL FUND APPROPRIATION				
0050 General Fund Appropriation				
8000 General Fund	-	(82,300,000)	(82,300,000)	100.00%
REVENUE CATEGORIES				
8000 General Fund	-	(82,300,000)	(82,300,000)	100.00%
TOTAL REVENUE CATEGORIES	-	(\$82,300,000)	(\$82,300,000)	100.00%
AVAILABLE REVENUES				
8000 General Fund	-	(82,300,000)	(82,300,000)	100.00%
TOTAL AVAILABLE REVENUES	-	(\$82,300,000)	(\$82,300,000)	100.00%
EXPENDITURES				
SPECIAL PAYMENTS				
6040 Dist to Local School Districts				
8000 General Fund	-	(82,300,000)	(82,300,000)	100.00%
SPECIAL PAYMENTS				
8000 General Fund	-	(82,300,000)	(82,300,000)	100.00%
TOTAL SPECIAL PAYMENTS	-	(\$82,300,000)	(\$82,300,000)	100.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
School Funding**

Cross Reference Number: 58100-400-00-00-00000

Package: Analyst Adjustments

Pkg Group: POL Pkg Type: 090 Pkg Number: 090

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
School Funding**

**Cross Reference Number: 58100-400-00-00-00000
Package: K to Grade 3 Literacy
Pkg Group: POL Pkg Type: POL Pkg Number: 102**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
REVENUE CATEGORIES				
GENERAL FUND APPROPRIATION				
0050 General Fund Appropriation				
8000 General Fund	211,411,200	-	(211,411,200)	(100.00%)
REVENUE CATEGORIES				
8000 General Fund	211,411,200	-	(211,411,200)	(100.00%)
TOTAL REVENUE CATEGORIES	\$211,411,200	-	(\$211,411,200)	(100.00%)
AVAILABLE REVENUES				
8000 General Fund	211,411,200	-	(211,411,200)	(100.00%)
TOTAL AVAILABLE REVENUES	\$211,411,200	-	(\$211,411,200)	(100.00%)
EXPENDITURES				
SPECIAL PAYMENTS				
6040 Dist to Local School Districts				
8000 General Fund	211,411,200	-	(211,411,200)	(100.00%)
SPECIAL PAYMENTS				
8000 General Fund	211,411,200	-	(211,411,200)	(100.00%)
TOTAL SPECIAL PAYMENTS	\$211,411,200	-	(\$211,411,200)	(100.00%)
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-400-00-00-00000

2015-17 Biennium

Package: K to Grade 3 Literacy

School Funding

Pkg Group: POL Pkg Type: POL Pkg Number: 102

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-400-00-00-00000

2015-17 Biennium

Package: SSF HB5101 (2013)

School Funding

Pkg Group: POL Pkg Type: POL Pkg Number: 110

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
REVENUE CATEGORIES				
GENERAL FUND APPROPRIATION				
0050 General Fund Appropriation				
8000 General Fund	200,000,000	-	(200,000,000)	(100.00%)
REVENUE CATEGORIES				
8000 General Fund	200,000,000	-	(200,000,000)	(100.00%)
TOTAL REVENUE CATEGORIES	\$200,000,000	-	(\$200,000,000)	(100.00%)
AVAILABLE REVENUES				
8000 General Fund	200,000,000	-	(200,000,000)	(100.00%)
TOTAL AVAILABLE REVENUES	\$200,000,000	-	(\$200,000,000)	(100.00%)
EXPENDITURES				
SPECIAL PAYMENTS				
6040 Dist to Local School Districts				
8000 General Fund	200,000,000	-	(200,000,000)	(100.00%)
SPECIAL PAYMENTS				
8000 General Fund	200,000,000	-	(200,000,000)	(100.00%)
TOTAL SPECIAL PAYMENTS	\$200,000,000	-	(\$200,000,000)	(100.00%)
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-400-00-00-00000

2015-17 Biennium

Package: SSF HB5101 (2013)

School Funding

Pkg Group: POL Pkg Type: POL Pkg Number: 110

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-400-00-00-00000

2015-17 Biennium

Package: Age 0 to Grade 3

School Funding

Pkg Group: POL Pkg Type: POL Pkg Number: 160

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	-	220,000,000	220,000,000	100.00%
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REVENUE CATEGORIES

8000 General Fund	-	220,000,000	220,000,000	100.00%
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TOTAL REVENUE CATEGORIES	-	\$220,000,000	\$220,000,000	100.00%
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AVAILABLE REVENUES

8000 General Fund	-	220,000,000	220,000,000	100.00%
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TOTAL AVAILABLE REVENUES	-	\$220,000,000	\$220,000,000	100.00%
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	-	220,000,000	220,000,000	100.00%
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SPECIAL PAYMENTS

8000 General Fund	-	220,000,000	220,000,000	100.00%
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TOTAL SPECIAL PAYMENTS	-	\$220,000,000	\$220,000,000	100.00%
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ENDING BALANCE

8000 General Fund	-	-	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-400-00-00-00000

2015-17 Biennium

Package: Age 0 to Grade 3

School Funding

Pkg Group: POL Pkg Type: POL Pkg Number: 160

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
School Funding**

**Cross Reference Number: 58100-400-00-00-00000
Package: Statewide Lottery Balance
Pkg Group: POL Pkg Type: POL Pkg Number: 170**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	-	15,735,103	15,735,103	100.00%
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TRANSFERS IN

1107 Tsfr From Administrative Svcs

4400 Lottery Funds Ltd	-	(15,735,103)	(15,735,103)	100.00%
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REVENUE CATEGORIES

8000 General Fund	-	15,735,103	15,735,103	100.00%
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4400 Lottery Funds Ltd	-	(15,735,103)	(15,735,103)	100.00%
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TOTAL REVENUE CATEGORIES

-	-	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	-	15,735,103	15,735,103	100.00%
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4400 Lottery Funds Ltd	-	(15,735,103)	(15,735,103)	100.00%
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TOTAL AVAILABLE REVENUES

-	-	\$0	0.00%
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EXPENDITURES

SPECIAL PAYMENTS

6040 Dist to Local School Districts

8000 General Fund	-	15,735,103	15,735,103	100.00%
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01/21/15

Page 172 of 195

ANA101A - Package Comparison Report - Detail

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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
School Funding**

**Cross Reference Number: 58100-400-00-00-00000
Package: Statewide Lottery Balance
Pkg Group: POL Pkg Type: POL Pkg Number: 170**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
4400 Lottery Funds Ltd	-	(15,735,103)	(15,735,103)	100.00%
All Funds	-	-	0	0.00%
SPECIAL PAYMENTS				
8000 General Fund	-	15,735,103	15,735,103	100.00%
4400 Lottery Funds Ltd	-	(15,735,103)	(15,735,103)	100.00%
TOTAL SPECIAL PAYMENTS	-	-	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
4400 Lottery Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-500-00-00-00000

2015-17 Biennium

Package: Phase-out Pgm & One-time Costs

Early Learning Division

Pkg Group: ESS Pkg Type: 020 Pkg Number: 022

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	(1,511,833)	(1,511,833)	0	0.00%
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FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	(11,100,000)	(11,100,000)	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	(1,511,833)	(1,511,833)	0	0.00%
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6400 Federal Funds Ltd	(11,100,000)	(11,100,000)	0	0.00%
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TOTAL REVENUE CATEGORIES	(\$12,611,833)	(\$12,611,833)	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	(1,511,833)	(1,511,833)	0	0.00%
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6400 Federal Funds Ltd	(11,100,000)	(11,100,000)	0	0.00%
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TOTAL AVAILABLE REVENUES	(\$12,611,833)	(\$12,611,833)	\$0	0.00%
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EXPENDITURES

SPECIAL PAYMENTS

6085 Other Special Payments

8000 General Fund	(1,511,833)	(1,511,833)	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Early Learning Division**

**Cross Reference Number: 58100-500-00-00-00000
Package: Phase-out Pgm & One-time Costs
Pkg Group: ESS Pkg Type: 020 Pkg Number: 022**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
6100 Spc Pmt to Human Svcs, Dept of				
6400 Federal Funds Ltd	(11,100,000)	(11,100,000)	0	0.00%
SPECIAL PAYMENTS				
8000 General Fund	(1,511,833)	(1,511,833)	0	0.00%
6400 Federal Funds Ltd	(11,100,000)	(11,100,000)	0	0.00%
TOTAL SPECIAL PAYMENTS	(\$12,611,833)	(\$12,611,833)	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
6400 Federal Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-500-00-00-00000

2015-17 Biennium

Package: Standard Inflation

Early Learning Division

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	4,788,234	4,788,234	0	0.00%
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FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	3,798,063	3,798,063	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	4,788,234	4,788,234	0	0.00%
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6400 Federal Funds Ltd	3,798,063	3,798,063	0	0.00%
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TOTAL REVENUE CATEGORIES	\$8,586,297	\$8,586,297	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	4,788,234	4,788,234	0	0.00%
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6400 Federal Funds Ltd	3,798,063	3,798,063	0	0.00%
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TOTAL AVAILABLE REVENUES	\$8,586,297	\$8,586,297	\$0	0.00%
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EXPENDITURES

SPECIAL PAYMENTS

6025 Dist to Other Gov Unit

6400 Federal Funds Ltd	83,135	83,135	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-500-00-00-00000

2015-17 Biennium

Package: Standard Inflation

Early Learning Division

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
6030 Dist to Non-Gov Units				
8000 General Fund	2,771,674	2,771,674	0	0.00%
3400 Other Funds Ltd	29,227	29,227	0	0.00%
6400 Federal Funds Ltd	229,229	229,229	0	0.00%
All Funds	3,030,130	3,030,130	0	0.00%
6035 Dist to Individuals				
6400 Federal Funds Ltd	7,816	7,816	0	0.00%
6040 Dist to Local School Districts				
8000 General Fund	1,101,843	1,101,843	0	0.00%
6400 Federal Funds Ltd	51,677	51,677	0	0.00%
All Funds	1,153,520	1,153,520	0	0.00%
6045 Dist to Comm College Districts				
3400 Other Funds Ltd	16,475	16,475	0	0.00%
6400 Federal Funds Ltd	1,900	1,900	0	0.00%
All Funds	18,375	18,375	0	0.00%
6085 Other Special Payments				
8000 General Fund	878,978	878,978	0	0.00%
3400 Other Funds Ltd	276,897	276,897	0	0.00%
6400 Federal Funds Ltd	470,703	470,703	0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-500-00-00-00000

2015-17 Biennium

Package: Standard Inflation

Early Learning Division

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
All Funds	1,626,578	1,626,578	0	0.00%
6100 Spc Pmt to Human Svcs, Dept of				
6400 Federal Funds Ltd	2,915,242	2,915,242	0	0.00%
6443 Spc Pmt to Oregon Health Authority				
8000 General Fund	35,739	35,739	0	0.00%
6580 Spc Pmt to OR University System				
6400 Federal Funds Ltd	38,361	38,361	0	0.00%
SPECIAL PAYMENTS				
8000 General Fund	4,788,234	4,788,234	0	0.00%
3400 Other Funds Ltd	322,599	322,599	0	0.00%
6400 Federal Funds Ltd	3,798,063	3,798,063	0	0.00%
TOTAL SPECIAL PAYMENTS	\$8,908,896	\$8,908,896	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
3400 Other Funds Ltd	(322,599)	(322,599)	0	0.00%
6400 Federal Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	(\$322,599)	(\$322,599)	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-500-00-00-00000

2015-17 Biennium

Package: Technical Adjustments

Early Learning Division

Pkg Group: ESS Pkg Type: 060 Pkg Number: 060

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	-	1,685,896	1,685,896	100.00%
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REVENUE CATEGORIES

8000 General Fund	-	1,685,896	1,685,896	100.00%
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TOTAL REVENUE CATEGORIES	-	\$1,685,896	\$1,685,896	100.00%
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AVAILABLE REVENUES

8000 General Fund	-	1,685,896	1,685,896	100.00%
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TOTAL AVAILABLE REVENUES	-	\$1,685,896	\$1,685,896	100.00%
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EXPENDITURES

SPECIAL PAYMENTS

6085 Other Special Payments

8000 General Fund	-	1,816,920	1,816,920	100.00%
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3400 Other Funds Ltd	-	412,000	412,000	100.00%
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All Funds	-	2,228,920	2,228,920	100.00%
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6443 Spc Pmt to Oregon Health Authority

8000 General Fund	-	(131,024)	(131,024)	100.00%
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SPECIAL PAYMENTS

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Early Learning Division**

Cross Reference Number: 58100-500-00-00-00000

Package: Technical Adjustments

Pkg Group: ESS Pkg Type: 060 Pkg Number: 060

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
8000 General Fund	-	1,685,896	1,685,896	100.00%
3400 Other Funds Ltd	-	412,000	412,000	100.00%
TOTAL SPECIAL PAYMENTS	-	\$2,097,896	\$2,097,896	100.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
3400 Other Funds Ltd	-	(412,000)	(412,000)	100.00%
TOTAL ENDING BALANCE	-	(\$412,000)	(\$412,000)	100.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-500-00-00-00000

2015-17 Biennium

Package: Title XX Backfill

Early Learning Division

Pkg Group: POL Pkg Type: POL Pkg Number: 152

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	320,279	320,279	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	320,279	320,279	0	0.00%
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TOTAL REVENUE CATEGORIES	\$320,279	\$320,279	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	320,279	320,279	0	0.00%
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TOTAL AVAILABLE REVENUES	\$320,279	\$320,279	\$0	0.00%
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EXPENDITURES

SPECIAL PAYMENTS

6085 Other Special Payments

8000 General Fund	320,279	320,279	0	0.00%
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3400 Other Funds Ltd	(320,279)	(320,279)	0	0.00%
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All Funds	-	-	0	0.00%
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SPECIAL PAYMENTS

8000 General Fund	320,279	320,279	0	0.00%
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3400 Other Funds Ltd	(320,279)	(320,279)	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-500-00-00-00000

2015-17 Biennium

Package: Title XX Backfill

Early Learning Division

Pkg Group: POL Pkg Type: POL Pkg Number: 152

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL SPECIAL PAYMENTS	-	-	\$0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
3400 Other Funds Ltd	320,279	320,279	0	0.00%
TOTAL ENDING BALANCE	\$320,279	\$320,279	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Early Learning Division**

**Cross Reference Number: 58100-500-00-00-00000
Package: EL Quality Assurance & Improvement
Pkg Group: POL Pkg Type: POL Pkg Number: 200**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

OTHER

0975 Other Revenues

3400 Other Funds Ltd	1,750,000	1,750,000	0	0.00%
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FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	200,000	200,000	0	0.00%
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REVENUE CATEGORIES

3400 Other Funds Ltd	1,750,000	1,750,000	0	0.00%
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6400 Federal Funds Ltd	200,000	200,000	0	0.00%
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TOTAL REVENUE CATEGORIES	\$1,950,000	\$1,950,000	\$0	0.00%
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AVAILABLE REVENUES

3400 Other Funds Ltd	1,750,000	1,750,000	0	0.00%
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6400 Federal Funds Ltd	200,000	200,000	0	0.00%
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TOTAL AVAILABLE REVENUES	\$1,950,000	\$1,950,000	\$0	0.00%
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EXPENDITURES

SPECIAL PAYMENTS

6085 Other Special Payments

3400 Other Funds Ltd	1,750,000	1,750,000	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Early Learning Division**

**Cross Reference Number: 58100-500-00-00-00000
Package: EL Quality Assurance & Improvement
Pkg Group: POL Pkg Type: POL Pkg Number: 200**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
6400 Federal Funds Ltd	1,382,251	1,382,251	0	0.00%
All Funds	3,132,251	3,132,251	0	0.00%
6100 Spc Pmt to Human Svcs, Dept of				
6400 Federal Funds Ltd	(1,182,251)	(1,182,251)	0	0.00%
SPECIAL PAYMENTS				
3400 Other Funds Ltd	1,750,000	1,750,000	0	0.00%
6400 Federal Funds Ltd	200,000	200,000	0	0.00%
TOTAL SPECIAL PAYMENTS	\$1,950,000	\$1,950,000	\$0	0.00%
ENDING BALANCE				
3400 Other Funds Ltd	-	-	0	0.00%
6400 Federal Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-500-00-00-00000

2015-17 Biennium

Package: Birth to Three Years

Early Learning Division

Pkg Group: POL Pkg Type: POL Pkg Number: 203

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	4,000,000	34,000,000	30,000,000	750.00%
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REVENUE CATEGORIES

8000 General Fund	4,000,000	34,000,000	30,000,000	750.00%
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TOTAL REVENUE CATEGORIES	\$4,000,000	\$34,000,000	\$30,000,000	750.00%
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AVAILABLE REVENUES

8000 General Fund	4,000,000	34,000,000	30,000,000	750.00%
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TOTAL AVAILABLE REVENUES	\$4,000,000	\$34,000,000	\$30,000,000	750.00%
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EXPENDITURES

SPECIAL PAYMENTS

6085 Other Special Payments

8000 General Fund	4,000,000	34,000,000	30,000,000	750.00%
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SPECIAL PAYMENTS

8000 General Fund	4,000,000	34,000,000	30,000,000	750.00%
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TOTAL SPECIAL PAYMENTS	\$4,000,000	\$34,000,000	\$30,000,000	750.00%
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ENDING BALANCE

8000 General Fund	-	-	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-500-00-00-00000

2015-17 Biennium

Package: Birth to Three Years

Early Learning Division

Pkg Group: POL Pkg Type: POL Pkg Number: 203

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail
2015-17 Biennium
Early Learning Division

Cross Reference Number: 58100-500-00-00-00000
Package: Early Years to Early Grades
Pkg Group: POL Pkg Type: POL Pkg Number: 204

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
REVENUE CATEGORIES				
GENERAL FUND APPROPRIATION				
0050 General Fund Appropriation				
8000 General Fund	8,600,000	63,329,313	54,729,313	636.39%
REVENUE CATEGORIES				
8000 General Fund	8,600,000	63,329,313	54,729,313	636.39%
TOTAL REVENUE CATEGORIES	\$8,600,000	\$63,329,313	\$54,729,313	636.39%
AVAILABLE REVENUES				
8000 General Fund	8,600,000	63,329,313	54,729,313	636.39%
TOTAL AVAILABLE REVENUES	\$8,600,000	\$63,329,313	\$54,729,313	636.39%
EXPENDITURES				
SPECIAL PAYMENTS				
6040 Dist to Local School Districts				
8000 General Fund	1,600,000	1,600,000	0	0.00%
6085 Other Special Payments				
8000 General Fund	7,000,000	61,729,313	54,729,313	781.85%
SPECIAL PAYMENTS				
8000 General Fund	8,600,000	63,329,313	54,729,313	636.39%
TOTAL SPECIAL PAYMENTS	\$8,600,000	\$63,329,313	\$54,729,313	636.39%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Package Comparison Report - Detail
2015-17 Biennium
Early Learning Division**

**Cross Reference Number: 58100-500-00-00-00000
Package: Early Years to Early Grades
Pkg Group: POL Pkg Type: POL Pkg Number: 204**

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-550-00-00-00000

2015-17 Biennium

Package: Phase-in

Youth Development Division

Pkg Group: ESS Pkg Type: 020 Pkg Number: 021

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
REVENUE CATEGORIES				
GENERAL FUND APPROPRIATION				
0050 General Fund Appropriation				
8000 General Fund	1,648,000	1,648,000	0	0.00%
REVENUE CATEGORIES				
8000 General Fund	1,648,000	1,648,000	0	0.00%
TOTAL REVENUE CATEGORIES	\$1,648,000	\$1,648,000	\$0	0.00%
AVAILABLE REVENUES				
8000 General Fund	1,648,000	1,648,000	0	0.00%
TOTAL AVAILABLE REVENUES	\$1,648,000	\$1,648,000	\$0	0.00%
EXPENDITURES				
SPECIAL PAYMENTS				
6085 Other Special Payments				
8000 General Fund	1,648,000	1,648,000	0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-550-00-00-00000

2015-17 Biennium

Package: Standard Inflation

Youth Development Division

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	220,473	220,473	0	0.00%
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FEDERAL FUNDS REVENUE

0995 Federal Funds

6400 Federal Funds Ltd	89,641	89,641	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	220,473	220,473	0	0.00%
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6400 Federal Funds Ltd	89,641	89,641	0	0.00%
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TOTAL REVENUE CATEGORIES	\$310,114	\$310,114	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	220,473	220,473	0	0.00%
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6400 Federal Funds Ltd	89,641	89,641	0	0.00%
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TOTAL AVAILABLE REVENUES	\$310,114	\$310,114	\$0	0.00%
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EXPENDITURES

SPECIAL PAYMENTS

6085 Other Special Payments

8000 General Fund	220,473	220,473	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-550-00-00-00000

2015-17 Biennium

Package: Standard Inflation

Youth Development Division

Pkg Group: ESS Pkg Type: 030 Pkg Number: 031

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
3400 Other Funds Ltd	203,760	203,760	0	0.00%
6400 Federal Funds Ltd	89,641	89,641	0	0.00%
All Funds	513,874	513,874	0	0.00%
ENDING BALANCE				
8000 General Fund	-	-	0	0.00%
3400 Other Funds Ltd	(203,760)	(203,760)	0	0.00%
6400 Federal Funds Ltd	-	-	0	0.00%
TOTAL ENDING BALANCE	(\$203,760)	(\$203,760)	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-550-00-00-00000

2015-17 Biennium

Package: Title XX Backfill

Youth Development Division

Pkg Group: POL Pkg Type: POL Pkg Number: 152

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	627,180	627,180	0	0.00%
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REVENUE CATEGORIES

8000 General Fund	627,180	627,180	0	0.00%
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TOTAL REVENUE CATEGORIES	\$627,180	\$627,180	\$0	0.00%
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AVAILABLE REVENUES

8000 General Fund	627,180	627,180	0	0.00%
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TOTAL AVAILABLE REVENUES	\$627,180	\$627,180	\$0	0.00%
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EXPENDITURES

SPECIAL PAYMENTS

6085 Other Special Payments

8000 General Fund	627,180	627,180	0	0.00%
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3400 Other Funds Ltd	(627,180)	(627,180)	0	0.00%
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All Funds	-	-	0	0.00%
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ENDING BALANCE

8000 General Fund	-	-	0	0.00%
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3400 Other Funds Ltd	627,180	627,180	0	0.00%
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-550-00-00-00000

2015-17 Biennium

Package: Title XX Backfill

Youth Development Division

Pkg Group: POL Pkg Type: POL Pkg Number: 152

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
TOTAL ENDING BALANCE	\$627,180	\$627,180	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-850-00-00-00000

2015-17 Biennium

Package: Longitudinal DB

Debt Related Costs

Pkg Group: POL Pkg Type: POL Pkg Number: 165

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
REVENUE CATEGORIES				
GENERAL FUND APPROPRIATION				
0050 General Fund Appropriation				
8030 General Fund Debt Svc	-	2,279,529	2,279,529	100.00%
AVAILABLE REVENUES				
8030 General Fund Debt Svc	-	2,279,529	2,279,529	100.00%
TOTAL AVAILABLE REVENUES	-	\$2,279,529	\$2,279,529	100.00%
EXPENDITURES				
DEBT SERVICE				
7100 Principal - Bonds				
8030 General Fund Debt Svc	-	1,520,000	1,520,000	100.00%
7150 Interest - Bonds				
8030 General Fund Debt Svc	-	759,529	759,529	100.00%
DEBT SERVICE				
8030 General Fund Debt Svc	-	2,279,529	2,279,529	100.00%
TOTAL DEBT SERVICE	-	\$2,279,529	\$2,279,529	100.00%
ENDING BALANCE				
8030 General Fund Debt Svc	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Package Comparison Report - Detail

Cross Reference Number: 58100-850-71-00-00000

2015-17 Biennium

Package: Longitudinal DB

Debt Service Costs

Pkg Group: POL Pkg Type: POL Pkg Number: 165

Description	Agency Request Budget (V-01)	Governor's Budget (Y-01)	Column 2 Minus Column 1	% Change from Column 1 to Column 2
	Column 1	Column 2		
REVENUE CATEGORIES				
GENERAL FUND APPROPRIATION				
0050 General Fund Appropriation				
8030 General Fund Debt Svc	-	2,279,529	2,279,529	100.00%
AVAILABLE REVENUES				
8030 General Fund Debt Svc	-	2,279,529	2,279,529	100.00%
TOTAL AVAILABLE REVENUES	-	\$2,279,529	\$2,279,529	100.00%
EXPENDITURES				
DEBT SERVICE				
7100 Principal - Bonds				
8030 General Fund Debt Svc	-	1,520,000	1,520,000	100.00%
7150 Interest - Bonds				
8030 General Fund Debt Svc	-	759,529	759,529	100.00%
DEBT SERVICE				
8030 General Fund Debt Svc	-	2,279,529	2,279,529	100.00%
TOTAL DEBT SERVICE	-	\$2,279,529	\$2,279,529	100.00%
ENDING BALANCE				
8030 General Fund Debt Svc	-	-	0	0.00%
TOTAL ENDING BALANCE	-	-	\$0	0.00%

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Education, Dept of**

Cross Reference Number: 58100-000-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
BEGINNING BALANCE						
0025 Beginning Balance						
4430 Lottery Funds Debt Svc Ltd	606	4,857,461	4,857,461	-	-	-
3200 Other Funds Non-Ltd	2,010,878	3,473,249	3,473,249	4,311,578	4,311,578	-
3400 Other Funds Ltd	22,675,655	12,373,502	12,373,502	22,290,827	22,290,827	-
3430 Other Funds Debt Svc Ltd	2,434,021	2,040,728	2,040,728	-	-	-
6200 Federal Funds Non-Ltd	7,208,947	-	-	-	-	-
6400 Federal Funds Ltd	22,487,226	25,627,416	25,627,416	-	-	-
All Funds	56,817,333	48,372,356	48,372,356	26,602,405	26,602,405	-
0030 Beginning Balance Adjustment						
4430 Lottery Funds Debt Svc Ltd	539,547	(4,286,361)	(4,286,361)	-	42,802	-
3200 Other Funds Non-Ltd	(1)	(1)	(1)	-	-	-
3400 Other Funds Ltd	-	4,369,442	4,369,442	-	-	-
3430 Other Funds Debt Svc Ltd	27,117,706	(2,040,728)	(2,040,728)	-	-	-
6400 Federal Funds Ltd	-	(24,332,337)	(24,332,337)	-	-	-
All Funds	27,657,252	(26,289,985)	(26,289,985)	-	42,802	-
BEGINNING BALANCE						
4430 Lottery Funds Debt Svc Ltd	540,153	571,100	571,100	-	42,802	-
3200 Other Funds Non-Ltd	2,010,877	3,473,248	3,473,248	4,311,578	4,311,578	-
3400 Other Funds Ltd	22,675,655	16,742,944	16,742,944	22,290,827	22,290,827	-
3430 Other Funds Debt Svc Ltd	29,551,727	-	-	-	-	-
6200 Federal Funds Non-Ltd	7,208,947	-	-	-	-	-
6400 Federal Funds Ltd	22,487,226	1,295,079	1,295,079	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-000-00-00-00000

2015-17 Biennium

Education, Dept of

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
TOTAL BEGINNING BALANCE	\$84,474,585	\$22,082,371	\$22,082,371	\$26,602,405	\$26,645,207	-
REVENUE CATEGORIES						
GENERAL FUND APPROPRIATION						
0050 General Fund Appropriation						
8000 General Fund	5,512,917,363	6,659,579,970	6,776,595,798	7,548,010,850	7,306,977,946	-
8030 General Fund Debt Svc	-	-	-	-	2,279,529	-
All Funds	5,512,917,363	6,659,579,970	6,776,595,798	7,548,010,850	7,309,257,475	-
LICENSES AND FEES						
0205 Business Lic and Fees						
3200 Other Funds Non-Ltd	93,314	-	-	-	-	-
3400 Other Funds Ltd	468,949	509,791	509,791	509,791	509,791	-
All Funds	562,263	509,791	509,791	509,791	509,791	-
CHARGES FOR SERVICES						
0410 Charges for Services						
3200 Other Funds Non-Ltd	2,123,773	4,870,056	4,870,056	-	-	-
3400 Other Funds Ltd	2,288,984	2,888,683	2,888,683	2,496,798	2,496,798	-
All Funds	4,412,757	7,758,739	7,758,739	2,496,798	2,496,798	-
0415 Admin and Service Charges						
3400 Other Funds Ltd	-	55,915	55,915	55,915	55,915	-
CHARGES FOR SERVICES						
3200 Other Funds Non-Ltd	2,123,773	4,870,056	4,870,056	-	-	-
3400 Other Funds Ltd	2,288,984	2,944,598	2,944,598	2,552,713	2,552,713	-
TOTAL CHARGES FOR SERVICES	\$4,412,757	\$7,814,654	\$7,814,654	\$2,552,713	\$2,552,713	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-000-00-00-00000

2015-17 Biennium

Education, Dept of

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
FINES, RENTS AND ROYALTIES						
0510 Rents and Royalties						
3400 Other Funds Ltd	248,027	310,846	310,846	310,846	310,846	-
BOND SALES						
0555 General Fund Obligation Bonds						
3400 Other Funds Ltd	-	-	-	-	10,220,000	-
0575 Refunding Bonds						
3200 Other Funds Non-Ltd	15,413	-	-	-	-	-
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-
All Funds	2,770,238	-	-	-	-	-
BOND SALES						
3200 Other Funds Non-Ltd	15,413	-	-	-	-	-
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-
3400 Other Funds Ltd	-	-	-	-	10,220,000	-
TOTAL BOND SALES	\$2,770,238	-	-	-	\$10,220,000	-
INTEREST EARNINGS						
0605 Interest Income						
3200 Other Funds Non-Ltd	26,180	1,000	1,000	1,000	1,000	-
3400 Other Funds Ltd	59,797	247,243	247,243	19,000	19,000	-
3430 Other Funds Debt Svc Ltd	1,990,453	-	-	-	-	-
All Funds	2,076,430	248,243	248,243	20,000	20,000	-
SALES INCOME						
0705 Sales Income						

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Education, Dept of

Cross Reference Number: 58100-000-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3400 Other Funds Ltd	44,287	28,868	28,868	32,868	32,868	-
DONATIONS AND CONTRIBUTIONS						
0905 Donations						
3400 Other Funds Ltd	1,373,513	878,024	878,024	17,500	17,500	-
OTHER						
0975 Other Revenues						
3200 Other Funds Non-Ltd	11,095	3,983	3,983	2,704,452	2,704,452	-
3400 Other Funds Ltd	3,265,261	18,580,866	19,005,117	26,938,109	26,938,109	-
All Funds	3,276,356	18,584,849	19,009,100	29,642,561	29,642,561	-
FEDERAL FUNDS REVENUE						
0995 Federal Funds						
6200 Federal Funds Non-Ltd	350,935,689	349,992,872	349,992,872	388,007,727	388,007,727	-
6400 Federal Funds Ltd	921,983,021	1,002,498,980	1,011,850,364	1,032,221,345	1,032,823,798	-
All Funds	1,272,918,710	1,352,491,852	1,361,843,236	1,420,229,072	1,420,831,525	-
TRANSFERS IN						
1020 Transfer In - Indirect Cost						
3400 Other Funds Ltd	5,937,214	6,391,672	6,391,672	6,979,267	6,979,267	-
1050 Transfer In Other						
3400 Other Funds Ltd	1,609,389	49,000,000	49,000,000	47,909,441	47,909,441	-
1060 Transfer from General Fund						
3400 Other Funds Ltd	41,666,235	42,528,535	42,528,535	43,626,044	43,626,044	-
1100 Tsfr From Human Svcs, Dept of						
3400 Other Funds Ltd	10,906	13,023,181	13,023,181	11,840,930	11,840,930	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-000-00-00-00000

2015-17 Biennium

Education, Dept of

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
1107 Tsfr From Administrative Svcs						
4400 Lottery Funds Ltd	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
4430 Lottery Funds Debt Svc Ltd	53,620,364	41,916,517	41,373,517	1,434,927	1,392,125	-
6400 Federal Funds Ltd	33,576,913	-	-	-	-	-
All Funds	633,101,790	369,290,626	368,747,626	328,809,036	313,031,131	-
1121 Tsfr From Governor, Office of the						
3400 Other Funds Ltd	79,992	-	-	-	-	-
1141 Tsfr From Lands, Dept of State						
3200 Other Funds Non-Ltd	101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	-
1150 Tsfr From Revenue, Dept of						
3400 Other Funds Ltd	365,768	340,252	340,252	615,890	615,890	-
1443 Tsfr From Oregon Health Authority						
3400 Other Funds Ltd	-	3,176,181	3,176,181	3,176,181	3,176,181	-
1471 Tsfr From Employment Dept						
3400 Other Funds Ltd	172,759	-	-	-	-	-
1525 Tsfr From HECC						
3400 Other Funds Ltd	-	-	-	721,000	721,000	-
1581 Tsfr From Education, Dept of						
3400 Other Funds Ltd	69,564	-	-	-	-	-
1586 Tsfr From Comm Coll/Wkfr Dev						
3400 Other Funds Ltd	700,000	700,000	700,000	-	-	-
1730 Tsfr From Transportation, Dept						
3400 Other Funds Ltd	67,174	92,987	92,987	133,900	133,900	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-000-00-00-00000

2015-17 Biennium

Education, Dept of

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
TRANSFERS IN						
4400 Lottery Funds Ltd	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
4430 Lottery Funds Debt Svc Ltd	53,620,364	41,916,517	41,373,517	1,434,927	1,392,125	-
3200 Other Funds Non-Ltd	101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	-
3400 Other Funds Ltd	50,679,001	115,252,808	115,252,808	115,002,653	115,002,653	-
6400 Federal Funds Ltd	33,576,913	-	-	-	-	-
TOTAL TRANSFERS IN	\$784,867,274	\$576,170,449	\$575,627,449	\$553,501,689	\$537,723,784	-
REVENUE CATEGORIES						
8000 General Fund	5,512,917,363	6,659,579,970	6,776,595,798	7,548,010,850	7,306,977,946	-
8030 General Fund Debt Svc	-	-	-	-	2,279,529	-
4400 Lottery Funds Ltd	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
4430 Lottery Funds Debt Svc Ltd	53,620,364	41,916,517	41,373,517	1,434,927	1,392,125	-
3200 Other Funds Non-Ltd	103,356,258	96,502,054	96,502,054	112,395,452	112,395,452	-
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-
3400 Other Funds Ltd	58,427,819	138,753,044	139,177,295	145,383,480	155,603,480	-
3430 Other Funds Debt Svc Ltd	1,990,453	-	-	-	-	-
6200 Federal Funds Non-Ltd	350,935,689	349,992,872	349,992,872	388,007,727	388,007,727	-
6400 Federal Funds Ltd	955,559,934	1,002,498,980	1,011,850,364	1,032,221,345	1,032,823,798	-
TOTAL REVENUE CATEGORIES	\$7,585,467,218	\$8,616,617,546	\$8,742,866,009	\$9,554,827,890	\$9,311,119,063	-
TRANSFERS OUT						
2020 Transfer Out - Indirect Cost						
6400 Federal Funds Ltd	(5,937,214)	(6,391,672)	(6,391,672)	(6,979,267)	(6,979,267)	-
2107 Tsfr To Administrative Svcs						

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Education, Dept of

Cross Reference Number: 58100-000-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3430 Other Funds Debt Svc Ltd	(29,029,243)	-	-	-	-	-
2443 Tsfr To Oregon Health Authority						
3400 Other Funds Ltd	-	-	(4,200)	-	-	-
2831 Tsfr To Health Lic Agency						
3400 Other Funds Ltd	(6,700)	(8,400)	(4,200)	-	-	-
TRANSFERS OUT						
3400 Other Funds Ltd	(6,700)	(8,400)	(8,400)	-	-	-
3430 Other Funds Debt Svc Ltd	(29,029,243)	-	-	-	-	-
6400 Federal Funds Ltd	(5,937,214)	(6,391,672)	(6,391,672)	(6,979,267)	(6,979,267)	-
TOTAL TRANSFERS OUT	(\$34,973,157)	(\$6,400,072)	(\$6,400,072)	(\$6,979,267)	(\$6,979,267)	-
AVAILABLE REVENUES						
8000 General Fund	5,512,917,363	6,659,579,970	6,776,595,798	7,548,010,850	7,306,977,946	-
8030 General Fund Debt Svc	-	-	-	-	2,279,529	-
4400 Lottery Funds Ltd	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
4430 Lottery Funds Debt Svc Ltd	54,160,517	42,487,617	41,944,617	1,434,927	1,434,927	-
3200 Other Funds Non-Ltd	105,367,135	99,975,302	99,975,302	116,707,030	116,707,030	-
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-
3400 Other Funds Ltd	81,096,774	155,487,588	155,911,839	167,674,307	177,894,307	-
3430 Other Funds Debt Svc Ltd	2,512,937	-	-	-	-	-
6200 Federal Funds Non-Ltd	358,144,636	349,992,872	349,992,872	388,007,727	388,007,727	-
6400 Federal Funds Ltd	972,109,946	997,402,387	1,006,753,771	1,025,242,078	1,025,844,531	-
TOTAL AVAILABLE REVENUES	\$7,634,968,646	\$8,632,299,845	\$8,758,548,308	\$9,574,451,028	\$9,330,785,003	-

EXPENDITURES

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Education, Dept of**

Cross Reference Number: 58100-000-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
PERSONAL SERVICES						
SALARIES & WAGES						
3110 Class/Unclass Sal. and Per Diem						
8000 General Fund	20,549,262	25,854,279	26,838,610	31,663,420	31,669,804	-
3200 Other Funds Non-Ltd	320,161	-	-	-	-	-
3400 Other Funds Ltd	5,145,655	8,211,683	8,488,563	9,863,421	9,863,421	-
6400 Federal Funds Ltd	21,283,128	23,727,168	25,137,549	25,074,573	25,478,757	-
All Funds	47,298,206	57,793,130	60,464,722	66,601,414	67,011,982	-
3160 Temporary Appointments						
8000 General Fund	332,518	555,077	730,187	932,456	932,456	-
3200 Other Funds Non-Ltd	8,804	-	-	-	-	-
3400 Other Funds Ltd	173,568	561,370	561,370	358,211	358,211	-
6400 Federal Funds Ltd	726,132	12,543	12,543	12,919	12,919	-
All Funds	1,241,022	1,128,990	1,304,100	1,303,586	1,303,586	-
3170 Overtime Payments						
8000 General Fund	75,369	96,100	96,100	108,983	108,983	-
3200 Other Funds Non-Ltd	355	-	-	-	-	-
3400 Other Funds Ltd	48,756	-	-	-	-	-
6400 Federal Funds Ltd	109,900	-	-	30,000	30,000	-
All Funds	234,380	96,100	96,100	138,983	138,983	-
3180 Shift Differential						
8000 General Fund	24,286	40,950	40,950	42,178	42,178	-
3400 Other Funds Ltd	6,539	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Education, Dept of

Cross Reference Number: 58100-000-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6400 Federal Funds Ltd	340	-	-	-	-	-
All Funds	31,165	40,950	40,950	42,178	42,178	-
3190 All Other Differential						
8000 General Fund	440,466	492,526	492,526	507,302	507,302	-
3200 Other Funds Non-Ltd	6,767	-	-	-	-	-
3400 Other Funds Ltd	59,173	251,677	251,677	149,228	149,228	-
6400 Federal Funds Ltd	255,331	-	-	-	-	-
All Funds	761,737	744,203	744,203	656,530	656,530	-
SALARIES & WAGES						
8000 General Fund	21,421,901	27,038,932	28,198,373	33,254,339	33,260,723	-
3200 Other Funds Non-Ltd	336,087	-	-	-	-	-
3400 Other Funds Ltd	5,433,691	9,024,730	9,301,610	10,370,860	10,370,860	-
6400 Federal Funds Ltd	22,374,831	23,739,711	25,150,092	25,117,492	25,521,676	-
TOTAL SALARIES & WAGES	\$49,566,510	\$59,803,373	\$62,650,075	\$68,742,691	\$69,153,259	-
OTHER PAYROLL EXPENSES						
3210 Empl. Rel. Bd. Assessments						
8000 General Fund	6,273	9,108	9,227	11,175	11,135	-
3200 Other Funds Non-Ltd	139	-	-	-	-	-
3400 Other Funds Ltd	2,169	3,274	3,274	3,697	3,697	-
6400 Federal Funds Ltd	7,192	7,696	7,973	8,704	8,880	-
All Funds	15,773	20,078	20,474	23,576	23,712	-
3220 Public Employees' Retire Cont						
8000 General Fund	3,081,497	3,881,800	4,030,838	5,100,014	5,101,017	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-000-00-00-00000

2015-17 Biennium

Education, Dept of

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3200 Other Funds Non-Ltd	42,997	-	-	-	-	-
3400 Other Funds Ltd	854,808	1,241,581	1,272,143	1,581,007	1,581,007	-
6400 Federal Funds Ltd	3,220,662	3,480,794	3,677,504	3,964,042	4,027,861	-
All Funds	7,199,964	8,604,175	8,980,485	10,645,063	10,709,885	-
3221 Pension Obligation Bond						
8000 General Fund	1,278,560	1,322,422	1,605,692	1,749,512	1,749,512	-
3200 Other Funds Non-Ltd	18,520	-	-	-	-	-
3400 Other Funds Ltd	342,581	459,804	527,402	567,075	567,075	-
6400 Federal Funds Ltd	1,316,890	964,978	1,438,556	1,478,614	1,478,614	-
All Funds	2,956,551	2,747,204	3,571,650	3,795,201	3,795,201	-
3230 Social Security Taxes						
8000 General Fund	1,579,860	2,053,195	2,129,546	2,526,130	2,526,621	-
3200 Other Funds Non-Ltd	25,290	-	-	-	-	-
3400 Other Funds Ltd	427,800	689,104	707,500	789,299	789,299	-
6400 Federal Funds Ltd	1,686,641	1,810,734	1,909,269	1,917,560	1,948,481	-
All Funds	3,719,591	4,553,033	4,746,315	5,232,989	5,264,401	-
3240 Unemployment Assessments						
8000 General Fund	23,604	62,745	62,745	352,659	392,836	-
3400 Other Funds Ltd	30,312	20,633	20,633	21,256	21,256	-
6400 Federal Funds Ltd	35,360	33,131	33,131	188,601	218,560	-
All Funds	89,276	116,509	116,509	562,516	632,652	-
3250 Worker's Comp. Assess. (WCD)						
8000 General Fund	8,538	13,422	13,598	17,496	17,423	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-000-00-00-00000

2015-17 Biennium

Education, Dept of

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3200 Other Funds Non-Ltd	164	-	-	-	-	-
3400 Other Funds Ltd	2,735	4,850	4,850	5,813	5,813	-
6400 Federal Funds Ltd	9,052	11,355	11,765	13,652	13,929	-
All Funds	20,489	29,627	30,213	36,961	37,165	-
3260 Mass Transit Tax						
8000 General Fund	118,073	162,589	168,497	193,561	199,172	-
3200 Other Funds Non-Ltd	2,022	-	-	-	-	-
3400 Other Funds Ltd	33,258	54,744	56,189	58,708	58,708	-
All Funds	153,353	217,333	224,686	252,269	257,880	-
3270 Flexible Benefits						
8000 General Fund	5,141,807	6,781,594	6,904,866	7,634,910	7,604,382	-
3200 Other Funds Non-Ltd	94,655	-	-	-	-	-
3400 Other Funds Ltd	1,596,963	2,413,536	2,442,906	2,504,062	2,504,062	-
6400 Federal Funds Ltd	5,242,199	5,781,398	5,974,758	5,945,468	6,067,580	-
All Funds	12,075,624	14,976,528	15,322,530	16,084,440	16,176,024	-
3280 Other OPE						
8000 General Fund	3	(175,639)	(175,639)	364,740	956,850	-
3400 Other Funds Ltd	-	300,000	300,000	-	-	-
All Funds	3	124,361	124,361	364,740	956,850	-
OTHER PAYROLL EXPENSES						
8000 General Fund	11,238,215	14,111,236	14,749,370	17,950,197	18,558,948	-
3200 Other Funds Non-Ltd	183,787	-	-	-	-	-
3400 Other Funds Ltd	3,290,626	5,187,526	5,334,897	5,530,917	5,530,917	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-000-00-00-00000

2015-17 Biennium

Education, Dept of

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6400 Federal Funds Ltd	11,517,996	12,090,086	13,052,956	13,516,641	13,763,905	-
TOTAL OTHER PAYROLL EXPENSES	\$26,230,624	\$31,388,848	\$33,137,223	\$36,997,755	\$37,853,770	-
P.S. BUDGET ADJUSTMENTS						
3455 Vacancy Savings						
8000 General Fund	-	(375,731)	(375,731)	(389,721)	(389,721)	-
3400 Other Funds Ltd	-	(74,458)	(74,458)	(131,137)	(131,137)	-
6400 Federal Funds Ltd	-	(148,028)	(148,028)	(348,453)	(348,453)	-
All Funds	-	(598,217)	(598,217)	(869,311)	(869,311)	-
3465 Reconciliation Adjustment						
8000 General Fund	-	1,267,842	1,267,842	-	30,569	-
3400 Other Funds Ltd	-	145,759	145,759	-	-	-
6400 Federal Funds Ltd	-	1,180,415	1,180,415	-	(43,519)	-
All Funds	-	2,594,016	2,594,016	-	(12,950)	-
3470 Undistributed (P.S.)						
8000 General Fund	-	(359,136)	172,123	-	-	-
3991 PERS Policy Adjustment						
8000 General Fund	-	(768,649)	(768,649)	-	-	-
3400 Other Funds Ltd	-	(156,885)	(156,885)	-	-	-
6400 Federal Funds Ltd	-	(571,171)	(571,171)	-	-	-
All Funds	-	(1,496,705)	(1,496,705)	-	-	-
P.S. BUDGET ADJUSTMENTS						
8000 General Fund	-	(235,674)	295,585	(389,721)	(359,152)	-
3400 Other Funds Ltd	-	(85,584)	(85,584)	(131,137)	(131,137)	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-000-00-00-00000

2015-17 Biennium

Education, Dept of

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6400 Federal Funds Ltd	-	461,216	461,216	(348,453)	(391,972)	-
TOTAL P.S. BUDGET ADJUSTMENTS	-	\$139,958	\$671,217	(\$869,311)	(\$882,261)	-
PERSONAL SERVICES						
8000 General Fund	32,660,116	40,914,494	43,243,328	50,814,815	51,460,519	-
3200 Other Funds Non-Ltd	519,874	-	-	-	-	-
3400 Other Funds Ltd	8,724,317	14,126,672	14,550,923	15,770,640	15,770,640	-
6400 Federal Funds Ltd	33,892,827	36,291,013	38,664,264	38,285,680	38,893,609	-
TOTAL PERSONAL SERVICES	\$75,797,134	\$91,332,179	\$96,458,515	\$104,871,135	\$106,124,768	-
SERVICES & SUPPLIES						
4100 Instate Travel						
8000 General Fund	195,600	429,742	429,742	544,383	521,683	-
3200 Other Funds Non-Ltd	8,470	5,093	5,093	5,093	5,093	-
3400 Other Funds Ltd	97,930	277,578	277,578	268,458	268,458	-
6200 Federal Funds Non-Ltd	4,001	-	-	-	-	-
6400 Federal Funds Ltd	862,056	1,394,170	1,435,317	1,405,617	1,405,617	-
All Funds	1,168,057	2,106,583	2,147,730	2,223,551	2,200,851	-
4125 Out of State Travel						
8000 General Fund	42,615	123,433	123,433	184,573	184,573	-
3200 Other Funds Non-Ltd	4,426	-	-	-	-	-
3400 Other Funds Ltd	110,041	85,252	85,252	115,089	115,089	-
6400 Federal Funds Ltd	323,185	213,722	246,640	465,622	465,622	-
All Funds	480,267	422,407	455,325	765,284	765,284	-
4150 Employee Training						

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Education, Dept of

Cross Reference Number: 58100-000-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
8000 General Fund	60,117	100,256	100,256	141,932	136,932	-
3200 Other Funds Non-Ltd	20	-	-	-	-	-
3400 Other Funds Ltd	56,569	170,582	170,582	202,386	202,386	-
6400 Federal Funds Ltd	246,708	284,295	284,295	312,928	312,928	-
All Funds	363,414	555,133	555,133	657,246	652,246	-
4175 Office Expenses						
8000 General Fund	159,139	530,934	530,934	710,063	710,063	-
3200 Other Funds Non-Ltd	2,072	4,000	4,000	4,000	4,000	-
3400 Other Funds Ltd	199,647	1,077,156	1,037,156	411,703	411,703	-
6200 Federal Funds Non-Ltd	5,000	-	-	-	-	-
6400 Federal Funds Ltd	885,933	1,287,416	1,328,563	1,241,383	1,241,383	-
All Funds	1,251,791	2,899,506	2,900,653	2,367,149	2,367,149	-
4200 Telecommunications						
8000 General Fund	162,112	161,652	161,652	136,103	136,103	-
3200 Other Funds Non-Ltd	1,948	-	-	-	-	-
3400 Other Funds Ltd	95,035	149,745	149,745	91,594	91,594	-
6400 Federal Funds Ltd	503,521	331,828	331,828	358,704	358,704	-
All Funds	762,616	643,225	643,225	586,401	586,401	-
4225 State Gov. Service Charges						
8000 General Fund	2,800,205	3,299,780	3,299,780	6,121,597	5,344,758	-
3400 Other Funds Ltd	1,328,743	231,105	231,105	431,053	334,085	-
6400 Federal Funds Ltd	271,855	2,926	2,926	2,926	2,926	-
All Funds	4,400,803	3,533,811	3,533,811	6,555,576	5,681,769	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-000-00-00-00000

2015-17 Biennium

Education, Dept of

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
4250 Data Processing						
8000 General Fund	230,466	64,671	64,671	76,955	76,955	-
3400 Other Funds Ltd	78,111	50,986	50,986	22,235	22,235	-
6400 Federal Funds Ltd	331,090	240,829	240,829	230,134	230,134	-
All Funds	639,667	356,486	356,486	329,324	329,324	-
4275 Publicity and Publications						
8000 General Fund	6,760	63,625	63,625	41,175	40,875	-
3200 Other Funds Non-Ltd	20	-	-	-	-	-
3400 Other Funds Ltd	2,251	27,394	27,394	7,487	7,487	-
6400 Federal Funds Ltd	24,425	39,642	39,642	27,389	27,389	-
All Funds	33,456	130,661	130,661	76,051	75,751	-
4300 Professional Services						
8000 General Fund	5,090,872	5,950,798	8,173,911	8,190,878	8,298,310	-
3200 Other Funds Non-Ltd	1,234,556	42,480	42,480	42,480	42,480	-
3400 Other Funds Ltd	3,803,708	7,442,771	7,442,771	7,688,384	7,688,384	-
6200 Federal Funds Non-Ltd	22,000	-	-	-	-	-
6400 Federal Funds Ltd	21,938,009	22,974,377	23,361,160	22,755,877	24,755,877	-
All Funds	32,089,145	36,410,426	39,020,322	38,677,619	40,785,051	-
4315 IT Professional Services						
8000 General Fund	114,169	348,294	348,294	339,127	359,788	-
3400 Other Funds Ltd	16,643	197,981	197,981	204,514	204,514	-
6400 Federal Funds Ltd	231,835	696,749	696,749	620,411	620,411	-
All Funds	362,647	1,243,024	1,243,024	1,164,052	1,184,713	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-000-00-00-00000

2015-17 Biennium

Education, Dept of

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
4325 Attorney General						
8000 General Fund	120,177	703,536	703,536	838,616	760,159	-
3200 Other Funds Non-Ltd	3,446	-	-	-	-	-
3400 Other Funds Ltd	32,185	192,566	192,566	229,538	257,926	-
6400 Federal Funds Ltd	355,282	97,998	97,998	116,813	111,337	-
All Funds	511,090	994,100	994,100	1,184,967	1,129,422	-
4375 Employee Recruitment and Develop						
8000 General Fund	9,013	80,673	80,673	50,587	50,587	-
3400 Other Funds Ltd	549	-	-	13,693	13,693	-
6400 Federal Funds Ltd	6,466	-	-	9,270	9,270	-
All Funds	16,028	80,673	80,673	73,550	73,550	-
4400 Dues and Subscriptions						
8000 General Fund	113,716	249,795	249,795	357,224	357,224	-
3400 Other Funds Ltd	20,393	91,908	91,908	43,172	43,172	-
6400 Federal Funds Ltd	455,997	294,189	294,189	590,238	590,238	-
All Funds	590,106	635,892	635,892	990,634	990,634	-
4425 Facilities Rental and Taxes						
8000 General Fund	1,499,012	1,387,520	1,387,520	1,450,771	1,480,915	-
3400 Other Funds Ltd	523,669	1,084,055	1,084,055	1,131,753	1,161,897	-
6400 Federal Funds Ltd	498,985	255,769	255,769	267,023	267,023	-
All Funds	2,521,666	2,727,344	2,727,344	2,849,547	2,909,835	-
4450 Fuels and Utilities						
8000 General Fund	378,702	2,348	2,348	2,419	2,419	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Education, Dept of**

Cross Reference Number: 58100-000-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3400 Other Funds Ltd	177,923	167,561	167,561	481,587	481,587	-
6400 Federal Funds Ltd	10,699	28,442	28,442	29,295	29,295	-
All Funds	567,324	198,351	198,351	513,301	513,301	-
4475 Facilities Maintenance						
8000 General Fund	18,486	8,661	8,661	4,316	4,316	-
3400 Other Funds Ltd	133,228	962,665	962,665	663,230	663,230	-
6400 Federal Funds Ltd	39,969	42,295	42,295	43,564	43,564	-
All Funds	191,683	1,013,621	1,013,621	711,110	711,110	-
4500 Food and Kitchen Supplies						
8000 General Fund	105	-	-	-	-	-
3400 Other Funds Ltd	208,611	194,930	194,930	107,323	107,323	-
All Funds	208,716	194,930	194,930	107,323	107,323	-
4525 Medical Services and Supplies						
8000 General Fund	34	879	879	103	103	-
3400 Other Funds Ltd	2,674	2,711	2,711	2,792	2,792	-
6400 Federal Funds Ltd	4	-	-	-	-	-
All Funds	2,712	3,590	3,590	2,895	2,895	-
4550 Other Care of Residents and Patients						
3400 Other Funds Ltd	-	803	803	827	827	-
4575 Agency Program Related S and S						
8000 General Fund	3,224,820	2,571,205	2,571,205	2,448,903	2,300,929	-
3200 Other Funds Non-Ltd	-	2,552,252	2,552,252	2,552,252	2,552,252	-
3400 Other Funds Ltd	971,803	3,747,821	3,747,821	3,144,545	13,364,545	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-000-00-00-00000

2015-17 Biennium

Education, Dept of

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6400 Federal Funds Ltd	5,062	4,749,903	4,749,903	2,318,386	2,318,386	-
All Funds	4,201,685	13,621,181	13,621,181	10,464,086	20,536,112	-
4600 Intra-agency Charges						
3400 Other Funds Ltd	18,772	-	-	-	-	-
6400 Federal Funds Ltd	21,514	-	-	-	-	-
All Funds	40,286	-	-	-	-	-
4650 Other Services and Supplies						
8000 General Fund	64,261	174,927	174,927	2,909,978	4,969,978	-
3200 Other Funds Non-Ltd	15,413	-	-	-	-	-
3400 Other Funds Ltd	113,977	1,608,593	1,608,593	1,205,015	1,205,015	-
6400 Federal Funds Ltd	339,259	801,518	801,518	2,791,568	2,791,568	-
All Funds	532,910	2,585,038	2,585,038	6,906,561	8,966,561	-
4675 Undistributed (S.S.)						
8000 General Fund	-	(1,049,488)	(772,601)	-	-	-
3400 Other Funds Ltd	-	(123,622)	-	-	-	-
6400 Federal Funds Ltd	-	(413,865)	-	-	-	-
All Funds	-	(1,586,975)	(772,601)	-	-	-
4700 Expendable Prop 250 - 5000						
8000 General Fund	3,430	167,396	167,396	277,577	249,657	-
3400 Other Funds Ltd	97,872	551,174	551,174	227,374	227,374	-
6400 Federal Funds Ltd	14,388	59,176	149,700	171,993	171,993	-
All Funds	115,690	777,746	868,270	676,944	649,024	-
4715 IT Expendable Property						

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-000-00-00-00000

2015-17 Biennium

Education, Dept of

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
8000 General Fund	479,251	275,231	175,231	168,667	242,574	-
3200 Other Funds Non-Ltd	837	-	-	-	-	-
3400 Other Funds Ltd	227,823	399,990	316,368	334,465	334,465	-
6400 Federal Funds Ltd	468,238	731,055	317,190	621,862	621,862	-
All Funds	1,176,149	1,406,276	808,789	1,124,994	1,198,901	-
SERVICES & SUPPLIES						
8000 General Fund	14,773,062	15,645,868	18,045,868	24,995,947	26,228,901	-
3200 Other Funds Non-Ltd	1,271,208	2,603,825	2,603,825	2,603,825	2,603,825	-
3400 Other Funds Ltd	8,318,157	18,591,705	18,591,705	17,028,217	27,209,781	-
6200 Federal Funds Non-Ltd	31,001	-	-	-	-	-
6400 Federal Funds Ltd	27,834,480	34,112,434	34,704,953	34,381,003	36,375,527	-
TOTAL SERVICES & SUPPLIES	\$52,227,908	\$70,953,832	\$73,946,351	\$79,008,992	\$92,418,034	-
CAPITAL OUTLAY						
5150 Telecommunications Equipment						
8000 General Fund	37,938	13,235	13,235	13,633	13,633	-
3400 Other Funds Ltd	-	3,490	3,490	3,595	3,595	-
6400 Federal Funds Ltd	39,756	4,246	4,246	4,373	4,373	-
All Funds	77,694	20,971	20,971	21,601	21,601	-
5200 Technical Equipment						
3400 Other Funds Ltd	8,825	-	-	-	-	-
5550 Data Processing Software						
8000 General Fund	51,916	87,087	87,087	89,700	89,700	-
6400 Federal Funds Ltd	383	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Education, Dept of

Cross Reference Number: 58100-000-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
All Funds	52,299	87,087	87,087	89,700	89,700	-
5600 Data Processing Hardware						
8000 General Fund	47,957	11,307	11,307	1,346	1,346	-
3400 Other Funds Ltd	69,765	334	334	344	344	-
6400 Federal Funds Ltd	452,072	406	230,830	237,755	237,755	-
All Funds	569,794	12,047	242,471	239,445	239,445	-
5700 Building Structures						
8000 General Fund	20	-	-	-	-	-
3400 Other Funds Ltd	128,127	-	-	-	-	-
6400 Federal Funds Ltd	109	-	-	-	-	-
All Funds	128,256	-	-	-	-	-
5900 Other Capital Outlay						
8000 General Fund	6,820	-	-	-	-	-
CAPITAL OUTLAY						
8000 General Fund	144,651	111,629	111,629	104,679	104,679	-
3400 Other Funds Ltd	206,717	3,824	3,824	3,939	3,939	-
6400 Federal Funds Ltd	492,320	4,652	235,076	242,128	242,128	-
TOTAL CAPITAL OUTLAY	\$843,688	\$120,105	\$350,529	\$350,746	\$350,746	-
SPECIAL PAYMENTS						
6020 Dist to Counties						
6200 Federal Funds Non-Ltd	4,624	-	-	7,000	7,000	-
6400 Federal Funds Ltd	19,572	-	-	-	-	-
All Funds	24,196	-	-	7,000	7,000	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-000-00-00-00000

2015-17 Biennium

Education, Dept of

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6025 Dist to Other Gov Unit						
8000 General Fund	45,561	-	-	1,545	1,545	-
3200 Other Funds Non-Ltd	-	70,627	70,627	70,627	70,627	-
3400 Other Funds Ltd	48,715	-	-	-	-	-
6200 Federal Funds Non-Ltd	2,745,214	-	-	2,800,000	2,800,000	-
6400 Federal Funds Ltd	743,844	2,771,181	2,771,181	2,854,316	2,854,316	-
All Funds	3,583,334	2,841,808	2,841,808	5,726,488	5,726,488	-
6030 Dist to Non-Gov Units						
8000 General Fund	96,134,385	101,537,927	101,537,927	104,573,029	104,573,029	-
3200 Other Funds Non-Ltd	-	30,000	30,000	30,000	30,000	-
3400 Other Funds Ltd	385,726	3,124,646	3,124,646	3,218,385	3,218,385	-
6200 Federal Funds Non-Ltd	57,135,306	60,330,069	60,330,069	57,500,000	57,500,000	-
6400 Federal Funds Ltd	15,188,880	23,277,624	23,277,624	18,977,508	18,977,508	-
All Funds	168,844,297	188,300,266	188,300,266	184,298,922	184,298,922	-
6035 Dist to Individuals						
6400 Federal Funds Ltd	-	260,524	260,524	268,340	268,340	-
6040 Dist to Local School Districts						
8000 General Fund	5,275,287,465	6,427,600,392	6,532,869,855	7,270,324,681	6,941,995,627	-
4400 Lottery Funds Ltd	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
3200 Other Funds Non-Ltd	101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	-
3400 Other Funds Ltd	32,030,482	80,279,551	83,815,132	81,595,579	81,595,579	-
6200 Federal Funds Non-Ltd	282,470,807	286,274,362	286,274,362	320,000,000	320,000,000	-
6400 Federal Funds Ltd	736,218,291	778,194,522	778,194,522	802,826,879	800,826,879	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-000-00-00-00000

2015-17 Biennium

Education, Dept of

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
All Funds	6,972,998,041	7,991,349,951	8,100,154,995	8,911,811,248	8,565,747,091	-
6045 Dist to Comm College Districts						
8000 General Fund	9,556,368	-	-	1,030	1,030	-
3400 Other Funds Ltd	483,506	549,164	549,164	565,639	565,639	-
6200 Federal Funds Non-Ltd	5,376,578	-	-	3,868,872	3,868,872	-
6400 Federal Funds Ltd	14,876,373	1,709,364	1,709,364	1,760,644	1,760,644	-
All Funds	30,292,825	2,258,528	2,258,528	6,196,185	6,196,185	-
6050 Dist to Non-Profit Organizations						
3400 Other Funds Ltd	94,807	-	-	-	-	-
6060 Intra-Agency Gen Fund Transfer						
8000 General Fund	41,666,235	42,528,535	42,528,535	43,626,044	43,626,044	-
6085 Other Special Payments						
8000 General Fund	-	37,548,627	39,148,627	52,340,995	137,889,511	-
3400 Other Funds Ltd	7,780	18,085,048	18,085,048	19,430,140	19,430,140	-
6200 Federal Funds Non-Ltd	-	80,714	80,714	1,202	1,202	-
6400 Federal Funds Ltd	263,278	8,143,619	12,098,809	20,640,011	20,640,011	-
All Funds	271,058	63,858,008	69,413,198	92,412,348	177,960,864	-
6090 Undistributed (S.P.)						
8000 General Fund	-	(7,498,818)	(2,081,287)	-	-	-
6100 Spc Pmt to Human Svcs, Dept of						
6400 Federal Funds Ltd	108,966,188	107,806,102	110,006,102	98,906,102	98,906,102	-
6248 Spc Pmt to Military Dept, Or						
6200 Federal Funds Non-Ltd	404,370	392,872	392,872	413,798	413,798	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Education, Dept of**

Cross Reference Number: 58100-000-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6291 Spc Pmt to Corrections, Dept of						
6400 Federal Funds Ltd	213,065	202,014	202,014	208,074	208,074	-
6415 Spc Pmt to Or Youth Authority						
6200 Federal Funds Non-Ltd	2,196,845	2,914,855	2,914,855	2,914,855	2,914,855	-
6443 Spc Pmt to Oregon Health Authority						
8000 General Fund	-	1,191,316	1,191,316	1,227,055	1,096,031	-
6471 Spc Pmt to Employment Dept						
6400 Federal Funds Ltd	17,000	-	-	-	-	-
6525 Spc Pmt to HECC						
6400 Federal Funds Ltd	-	-	-	2,054,854	2,054,854	-
6575 Spc Pmt to Student Access Comm						
6400 Federal Funds Ltd	86,427	-	-	-	-	-
6580 Spc Pmt to OR University System						
8000 General Fund	2,192,400	-	-	1,030	1,030	-
3400 Other Funds Ltd	622,726	-	-	-	-	-
6200 Federal Funds Non-Ltd	501,379	-	-	502,000	502,000	-
6400 Federal Funds Ltd	7,933,346	1,278,703	1,278,703	1,317,064	1,317,064	-
All Funds	11,249,851	1,278,703	1,278,703	1,820,094	1,820,094	-
6581 Spc Pmt to Education, Dept of						
6200 Federal Funds Non-Ltd	69,564	-	-	-	-	-
6400 Federal Funds Ltd	172,759	-	-	-	-	-
All Funds	242,323	-	-	-	-	-
6584 Spc Pmt to Teacher Stds and Prac						

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Education, Dept of

Cross Reference Number: 58100-000-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6400 Federal Funds Ltd	12,893	-	-	-	-	-
6586 Spc Pmt to Comm Coll/Wkfrc Dev						
6400 Federal Funds Ltd	2,332,072	2,007,245	2,007,245	-	-	-
SPECIAL PAYMENTS						
8000 General Fund	5,424,882,414	6,602,907,979	6,715,194,973	7,472,095,409	7,229,183,847	-
4400 Lottery Funds Ltd	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
3200 Other Funds Non-Ltd	101,086,483	91,727,642	91,727,642	109,790,627	109,790,627	-
3400 Other Funds Ltd	33,673,742	102,038,409	105,573,990	104,809,743	104,809,743	-
6200 Federal Funds Non-Ltd	350,904,687	349,992,872	349,992,872	388,007,727	388,007,727	-
6400 Federal Funds Ltd	887,043,988	925,650,898	931,806,088	949,813,792	947,813,792	-
TOTAL SPECIAL PAYMENTS	\$7,343,495,827	\$8,399,691,909	\$8,521,669,674	\$9,351,891,407	\$9,091,244,742	-
DEBT SERVICE						
7050 Pmt To Ret Bond Escrow						
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-
7100 Principal - Bonds						
8030 General Fund Debt Svc	-	-	-	-	1,520,000	-
4430 Lottery Funds Debt Svc Ltd	48,715,134	39,692,386	39,692,386	-	-	-
3430 Other Funds Debt Svc Ltd	362,596	-	-	-	-	-
All Funds	49,077,730	39,692,386	39,692,386	-	1,520,000	-
7150 Interest - Bonds						
8030 General Fund Debt Svc	-	-	-	-	759,529	-
4430 Lottery Funds Debt Svc Ltd	5,445,383	2,678,690	2,678,690	1,434,927	1,434,927	-
3430 Other Funds Debt Svc Ltd	2,150,341	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-000-00-00-00000

2015-17 Biennium

Education, Dept of

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
All Funds	7,595,724	2,678,690	2,678,690	1,434,927	2,194,456	-
DEBT SERVICE						
8030 General Fund Debt Svc	-	-	-	-	2,279,529	-
4430 Lottery Funds Debt Svc Ltd	54,160,517	42,371,076	42,371,076	1,434,927	1,434,927	-
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-
3430 Other Funds Debt Svc Ltd	2,512,937	-	-	-	-	-
TOTAL DEBT SERVICE	\$59,428,279	\$42,371,076	\$42,371,076	\$1,434,927	\$3,714,456	-
EXPENDITURES						
8000 General Fund	5,472,460,243	6,659,579,970	6,776,595,798	7,548,010,850	7,306,977,946	-
8030 General Fund Debt Svc	-	-	-	-	2,279,529	-
4400 Lottery Funds Ltd	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
4430 Lottery Funds Debt Svc Ltd	54,160,517	42,371,076	42,371,076	1,434,927	1,434,927	-
3200 Other Funds Non-Ltd	102,877,565	94,331,467	94,331,467	112,394,452	112,394,452	-
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-
3400 Other Funds Ltd	50,922,933	134,760,610	138,720,442	137,612,539	147,794,103	-
3430 Other Funds Debt Svc Ltd	2,512,937	-	-	-	-	-
6200 Federal Funds Non-Ltd	350,935,688	349,992,872	349,992,872	388,007,727	388,007,727	-
6400 Federal Funds Ltd	949,263,615	996,058,997	1,005,410,381	1,022,722,603	1,023,325,056	-
TOTAL EXPENDITURES	\$7,531,792,836	\$8,604,469,101	\$8,734,796,145	\$9,537,557,207	\$9,293,852,746	-
REVERSIONS						
9900 Reversions						
8000 General Fund	(40,457,120)	-	-	-	-	-
ENDING BALANCE						

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Education, Dept of

Cross Reference Number: 58100-000-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
4430 Lottery Funds Debt Svc Ltd	-	116,541	(426,459)	-	-	-
3200 Other Funds Non-Ltd	2,489,570	5,643,835	5,643,835	4,312,578	4,312,578	-
3400 Other Funds Ltd	30,173,841	20,726,978	17,191,397	30,061,768	30,100,204	-
6200 Federal Funds Non-Ltd	7,208,948	-	-	-	-	-
6400 Federal Funds Ltd	22,846,331	1,343,390	1,343,390	2,519,475	2,519,475	-
TOTAL ENDING BALANCE	\$62,718,690	\$27,830,744	\$23,752,163	\$36,893,821	\$36,932,257	-
AUTHORIZED POSITIONS						
8150 Class/Unclass Positions	477	510	520	539	543	-
8180 Position Reconciliation	-	(1)	(1)	-	-	-
TOTAL AUTHORIZED POSITIONS	477	509	519	539	543	-
AUTHORIZED FTE						
8250 Class/Unclass FTE Positions	448.14	479.44	484.80	516.33	519.37	-
8280 FTE Reconciliation	-	0.59	0.59	-	(0.04)	-
TOTAL AUTHORIZED FTE	448.14	480.03	485.39	516.33	519.33	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Department Operations**

Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
BEGINNING BALANCE						
0025 Beginning Balance						
3200 Other Funds Non-Ltd	1,950,332	3,412,703	3,412,703	4,251,033	4,251,033	-
3400 Other Funds Ltd	9,209,765	4,938,022	4,938,022	12,598,682	12,598,682	-
6400 Federal Funds Ltd	20,024,673	8,066,673	8,066,673	-	-	-
All Funds	31,184,770	16,417,398	16,417,398	16,849,715	16,849,715	-
0030 Beginning Balance Adjustment						
3400 Other Funds Ltd	-	107,111	107,111	-	-	-
6400 Federal Funds Ltd	-	(8,066,673)	(8,066,673)	-	-	-
All Funds	-	(7,959,562)	(7,959,562)	-	-	-
BEGINNING BALANCE						
3200 Other Funds Non-Ltd	1,950,332	3,412,703	3,412,703	4,251,033	4,251,033	-
3400 Other Funds Ltd	9,209,765	5,045,133	5,045,133	12,598,682	12,598,682	-
6400 Federal Funds Ltd	20,024,673	-	-	-	-	-
TOTAL BEGINNING BALANCE	\$31,184,770	\$8,457,836	\$8,457,836	\$16,849,715	\$16,849,715	-
REVENUE CATEGORIES						
GENERAL FUND APPROPRIATION						
0050 General Fund Appropriation						
8000 General Fund	34,299,779	45,777,314	52,025,737	66,462,617	68,341,275	-
LICENSES AND FEES						
0205 Business Lic and Fees						
3200 Other Funds Non-Ltd	93,314	-	-	-	-	-
3400 Other Funds Ltd	468,730	509,791	509,791	509,791	509,791	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Department Operations**

Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
All Funds	562,044	509,791	509,791	509,791	509,791	-
CHARGES FOR SERVICES						
0410 Charges for Services						
3200 Other Funds Non-Ltd	2,123,773	4,870,056	4,870,056	-	-	-
3400 Other Funds Ltd	1,908,858	2,353,840	2,353,840	1,947,146	1,947,146	-
All Funds	4,032,631	7,223,896	7,223,896	1,947,146	1,947,146	-
0415 Admin and Service Charges						
3400 Other Funds Ltd	-	55,915	55,915	55,915	55,915	-
CHARGES FOR SERVICES						
3200 Other Funds Non-Ltd	2,123,773	4,870,056	4,870,056	-	-	-
3400 Other Funds Ltd	1,908,858	2,409,755	2,409,755	2,003,061	2,003,061	-
TOTAL CHARGES FOR SERVICES	\$4,032,631	\$7,279,811	\$7,279,811	\$2,003,061	\$2,003,061	-
BOND SALES						
0555 General Fund Obligation Bonds						
3400 Other Funds Ltd	-	-	-	-	10,220,000	-
INTEREST EARNINGS						
0605 Interest Income						
3200 Other Funds Non-Ltd	26,180	1,000	1,000	1,000	1,000	-
3400 Other Funds Ltd	16,466	19,000	19,000	19,000	19,000	-
All Funds	42,646	20,000	20,000	20,000	20,000	-
SALES INCOME						
0705 Sales Income						
3400 Other Funds Ltd	4,253	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Department Operations**

Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
DONATIONS AND CONTRIBUTIONS						
0905 Donations						
3400 Other Funds Ltd	450,000	878,024	878,024	17,500	17,500	-
OTHER						
0975 Other Revenues						
3200 Other Funds Non-Ltd	11,095	3,983	3,983	2,704,452	2,704,452	-
3400 Other Funds Ltd	893,389	11,164,276	11,543,913	13,963,670	13,963,670	-
All Funds	904,484	11,168,259	11,547,896	16,668,122	16,668,122	-
FEDERAL FUNDS REVENUE						
0995 Federal Funds						
6400 Federal Funds Ltd	57,371,368	78,463,553	81,653,905	82,040,563	84,643,016	-
TRANSFERS IN						
1020 Transfer In - Indirect Cost						
3400 Other Funds Ltd	5,937,214	6,391,672	6,391,672	6,979,267	6,979,267	-
1050 Transfer In Other						
3400 Other Funds Ltd	-	3,711,319	3,711,319	4,333,655	4,333,655	-
1060 Transfer from General Fund						
3400 Other Funds Ltd	1,584,000	3,466,250	3,466,250	3,466,250	3,466,250	-
1100 Tsfr From Human Svcs, Dept of						
3400 Other Funds Ltd	10,906	-	-	-	-	-
1121 Tsfr From Governor, Office of the						
3400 Other Funds Ltd	54,321	-	-	-	-	-
1471 Tsfr From Employment Dept						

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-100-00-00-00000

2015-17 Biennium

Department Operations

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3400 Other Funds Ltd	44,007	-	-	-	-	-
1525 Tsfr From HECC						
3400 Other Funds Ltd	-	-	-	721,000	721,000	-
1586 Tsfr From Comm Coll/Wkfrc Dev						
3400 Other Funds Ltd	700,000	700,000	700,000	-	-	-
1730 Tsfr From Transportation, Dept						
3400 Other Funds Ltd	67,174	92,987	92,987	133,900	133,900	-
TRANSFERS IN						
3400 Other Funds Ltd	8,397,622	14,362,228	14,362,228	15,634,072	15,634,072	-
TOTAL TRANSFERS IN	\$8,397,622	\$14,362,228	\$14,362,228	\$15,634,072	\$15,634,072	-
REVENUE CATEGORIES						
8000 General Fund	34,299,779	45,777,314	52,025,737	66,462,617	68,341,275	-
3200 Other Funds Non-Ltd	2,254,362	4,875,039	4,875,039	2,705,452	2,705,452	-
3400 Other Funds Ltd	12,139,318	29,343,074	29,722,711	32,147,094	42,367,094	-
6400 Federal Funds Ltd	57,371,368	78,463,553	81,653,905	82,040,563	84,643,016	-
TOTAL REVENUE CATEGORIES	\$106,064,827	\$158,458,980	\$168,277,392	\$183,355,726	\$198,056,837	-
TRANSFERS OUT						
2020 Transfer Out - Indirect Cost						
6400 Federal Funds Ltd	(5,937,214)	(6,391,672)	(6,391,672)	(6,979,267)	(6,979,267)	-
2443 Tsfr To Oregon Health Authority						
3400 Other Funds Ltd	-	-	(4,200)	-	-	-
2831 Tsfr To Health Lic Agency						
3400 Other Funds Ltd	(6,700)	(8,400)	(4,200)	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
TRANSFERS OUT						
3400 Other Funds Ltd	(6,700)	(8,400)	(8,400)	-	-	-
6400 Federal Funds Ltd	(5,937,214)	(6,391,672)	(6,391,672)	(6,979,267)	(6,979,267)	-
TOTAL TRANSFERS OUT	(\$5,943,914)	(\$6,400,072)	(\$6,400,072)	(\$6,979,267)	(\$6,979,267)	-
AVAILABLE REVENUES						
8000 General Fund	34,299,779	45,777,314	52,025,737	66,462,617	68,341,275	-
3200 Other Funds Non-Ltd	4,204,694	8,287,742	8,287,742	6,956,485	6,956,485	-
3400 Other Funds Ltd	21,342,383	34,379,807	34,759,444	44,745,776	54,965,776	-
6400 Federal Funds Ltd	71,458,827	72,071,881	75,262,233	75,061,296	77,663,749	-
TOTAL AVAILABLE REVENUES	\$131,305,683	\$160,516,744	\$170,335,156	\$193,226,174	\$207,927,285	-
EXPENDITURES						
PERSONAL SERVICES						
SALARIES & WAGES						
3110 Class/Unclass Sal. and Per Diem						
8000 General Fund	12,990,561	19,524,740	20,306,663	25,023,365	25,029,749	-
3200 Other Funds Non-Ltd	320,161	-	-	-	-	-
3400 Other Funds Ltd	3,321,590	7,139,697	7,384,213	8,812,095	8,812,095	-
6400 Federal Funds Ltd	15,401,065	23,586,436	24,992,615	24,912,875	25,317,059	-
All Funds	32,033,377	50,250,873	52,683,491	58,748,335	59,158,903	-
3160 Temporary Appointments						
8000 General Fund	283,232	459,939	635,049	834,464	834,464	-
3200 Other Funds Non-Ltd	8,804	-	-	-	-	-
3400 Other Funds Ltd	132,165	268,341	268,341	276,391	276,391	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6400 Federal Funds Ltd	670,007	12,543	12,543	12,919	12,919	-
All Funds	1,094,208	740,823	915,933	1,123,774	1,123,774	-
3170 Overtime Payments						
8000 General Fund	53,761	-	-	10,000	10,000	-
3200 Other Funds Non-Ltd	355	-	-	-	-	-
3400 Other Funds Ltd	8,523	-	-	-	-	-
6400 Federal Funds Ltd	59,589	-	-	30,000	30,000	-
All Funds	122,228	-	-	40,000	40,000	-
3180 Shift Differential						
8000 General Fund	69	-	-	-	-	-
3400 Other Funds Ltd	53	-	-	-	-	-
6400 Federal Funds Ltd	51	-	-	-	-	-
All Funds	173	-	-	-	-	-
3190 All Other Differential						
8000 General Fund	158,906	-	-	-	-	-
3200 Other Funds Non-Ltd	6,767	-	-	-	-	-
3400 Other Funds Ltd	22,720	-	-	-	-	-
6400 Federal Funds Ltd	124,469	-	-	-	-	-
All Funds	312,862	-	-	-	-	-
SALARIES & WAGES						
8000 General Fund	13,486,529	19,984,679	20,941,712	25,867,829	25,874,213	-
3200 Other Funds Non-Ltd	336,087	-	-	-	-	-
3400 Other Funds Ltd	3,485,051	7,408,038	7,652,554	9,088,486	9,088,486	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6400 Federal Funds Ltd	16,255,181	23,598,979	25,005,158	24,955,794	25,359,978	-
TOTAL SALARIES & WAGES	\$33,562,848	\$50,991,696	\$53,599,424	\$59,912,109	\$60,322,677	-
OTHER PAYROLL EXPENSES						
3210 Empl. Rel. Bd. Assessments						
8000 General Fund	3,659	6,443	6,562	8,251	8,211	-
3200 Other Funds Non-Ltd	139	-	-	-	-	-
3400 Other Funds Ltd	1,221	2,690	2,690	3,097	3,097	-
6400 Federal Funds Ltd	4,957	7,611	7,888	8,628	8,804	-
All Funds	9,976	16,744	17,140	19,976	20,112	-
3220 Public Employees' Retire Cont						
8000 General Fund	1,913,768	2,860,897	2,984,209	3,949,153	3,950,156	-
3200 Other Funds Non-Ltd	42,997	-	-	-	-	-
3400 Other Funds Ltd	560,092	1,047,403	1,073,852	1,391,443	1,391,443	-
6400 Federal Funds Ltd	2,317,356	3,460,148	3,656,327	3,938,510	4,002,329	-
All Funds	4,834,213	7,368,448	7,714,388	9,279,106	9,343,928	-
3221 Pension Obligation Bond						
8000 General Fund	790,903	884,819	1,183,767	1,298,992	1,298,992	-
3200 Other Funds Non-Ltd	18,520	-	-	-	-	-
3400 Other Funds Ltd	229,017	365,122	432,873	482,114	482,114	-
6400 Federal Funds Ltd	949,888	956,285	1,430,024	1,469,451	1,469,451	-
All Funds	1,988,328	2,206,226	3,046,664	3,250,557	3,250,557	-
3230 Social Security Taxes						
8000 General Fund	987,017	1,513,541	1,574,408	1,961,057	1,961,548	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3200 Other Funds Non-Ltd	25,290	-	-	-	-	-
3400 Other Funds Ltd	281,976	565,428	581,348	691,198	691,198	-
6400 Federal Funds Ltd	1,221,677	1,799,967	1,898,182	1,905,190	1,936,111	-
All Funds	2,515,960	3,878,936	4,053,938	4,557,445	4,588,857	-
3240 Unemployment Assessments						
8000 General Fund	7,771	59,513	59,513	349,330	389,507	-
3400 Other Funds Ltd	2,653	20,633	20,633	21,256	21,256	-
6400 Federal Funds Ltd	32,876	33,131	33,131	188,601	218,560	-
All Funds	43,300	113,277	113,277	559,187	629,323	-
3250 Worker's Comp. Assess. (WCD)						
8000 General Fund	4,919	9,475	9,651	12,913	12,840	-
3200 Other Funds Non-Ltd	164	-	-	-	-	-
3400 Other Funds Ltd	1,593	3,988	3,988	4,874	4,874	-
6400 Federal Funds Ltd	6,347	11,229	11,639	13,533	13,810	-
All Funds	13,023	24,692	25,278	31,320	31,524	-
3260 Mass Transit Tax						
8000 General Fund	73,741	120,233	124,927	149,936	155,547	-
3200 Other Funds Non-Ltd	2,022	-	-	-	-	-
3400 Other Funds Ltd	21,812	45,044	46,294	51,166	51,166	-
All Funds	97,575	165,277	171,221	201,102	206,713	-
3270 Flexible Benefits						
8000 General Fund	2,845,631	4,798,688	4,893,043	5,665,233	5,634,705	-
3200 Other Funds Non-Ltd	94,655	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3400 Other Funds Ltd	949,957	2,028,232	2,051,983	2,149,286	2,149,286	-
6400 Federal Funds Ltd	3,585,720	5,716,272	5,908,682	5,892,553	6,014,665	-
All Funds	7,475,963	12,543,192	12,853,708	13,707,072	13,798,656	-
3280 Other OPE						
8000 General Fund	3	(175,639)	(175,639)	364,740	956,850	-
3400 Other Funds Ltd	-	300,000	300,000	-	-	-
All Funds	3	124,361	124,361	364,740	956,850	-
OTHER PAYROLL EXPENSES						
8000 General Fund	6,627,412	10,077,970	10,660,441	13,759,605	14,368,356	-
3200 Other Funds Non-Ltd	183,787	-	-	-	-	-
3400 Other Funds Ltd	2,048,321	4,378,540	4,513,661	4,794,434	4,794,434	-
6400 Federal Funds Ltd	8,118,821	11,984,643	12,945,873	13,416,466	13,663,730	-
TOTAL OTHER PAYROLL EXPENSES	\$16,978,341	\$26,441,153	\$28,119,975	\$31,970,505	\$32,826,520	-
P.S. BUDGET ADJUSTMENTS						
3455 Vacancy Savings						
8000 General Fund	-	(311,453)	(311,453)	(325,443)	(325,443)	-
3400 Other Funds Ltd	-	(64,574)	(64,574)	(121,253)	(121,253)	-
6400 Federal Funds Ltd	-	(146,696)	(146,696)	(347,121)	(347,121)	-
All Funds	-	(522,723)	(522,723)	(793,817)	(793,817)	-
3465 Reconciliation Adjustment						
8000 General Fund	-	941,691	941,691	-	30,569	-
3400 Other Funds Ltd	-	87,783	87,783	-	-	-
6400 Federal Funds Ltd	-	1,174,225	1,174,225	-	(43,519)	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000

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All Funds	-	2,203,699	2,203,699	-	(12,950)	-
3470 Undistributed (P.S.)						
8000 General Fund	-	(136,796)	172,123	-	-	-
3991 PERS Policy Adjustment						
8000 General Fund	-	(536,274)	(536,274)	-	-	-
3400 Other Funds Ltd	-	(125,339)	(125,339)	-	-	-
6400 Federal Funds Ltd	-	(566,690)	(566,690)	-	-	-
All Funds	-	(1,228,303)	(1,228,303)	-	-	-
P.S. BUDGET ADJUSTMENTS						
8000 General Fund	-	(42,832)	266,087	(325,443)	(294,874)	-
3400 Other Funds Ltd	-	(102,130)	(102,130)	(121,253)	(121,253)	-
6400 Federal Funds Ltd	-	460,839	460,839	(347,121)	(390,640)	-
TOTAL P.S. BUDGET ADJUSTMENTS	-	\$315,877	\$624,796	(\$793,817)	(\$806,767)	-
PERSONAL SERVICES						
8000 General Fund	20,113,941	30,019,817	31,868,240	39,301,991	39,947,695	-
3200 Other Funds Non-Ltd	519,874	-	-	-	-	-
3400 Other Funds Ltd	5,533,372	11,684,448	12,064,085	13,761,667	13,761,667	-
6400 Federal Funds Ltd	24,374,002	36,044,461	38,411,870	38,025,139	38,633,068	-
TOTAL PERSONAL SERVICES	\$50,541,189	\$77,748,726	\$82,344,195	\$91,088,797	\$92,342,430	-
SERVICES & SUPPLIES						
4100 Instate Travel						
8000 General Fund	122,940	429,742	429,742	544,383	521,683	-
3200 Other Funds Non-Ltd	8,470	5,093	5,093	5,093	5,093	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000

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3400 Other Funds Ltd	85,043	268,941	268,941	259,562	259,562	-
6400 Federal Funds Ltd	584,891	1,394,170	1,435,317	1,405,617	1,405,617	-
All Funds	801,344	2,097,946	2,139,093	2,214,655	2,191,955	-
4125 Out of State Travel						
8000 General Fund	33,085	123,433	123,433	184,573	184,573	-
3200 Other Funds Non-Ltd	4,426	-	-	-	-	-
3400 Other Funds Ltd	107,190	84,169	84,169	113,974	113,974	-
6400 Federal Funds Ltd	313,543	211,939	244,857	463,786	463,786	-
All Funds	458,244	419,541	452,459	762,333	762,333	-
4150 Employee Training						
8000 General Fund	36,272	100,256	100,256	141,932	136,932	-
3200 Other Funds Non-Ltd	20	-	-	-	-	-
3400 Other Funds Ltd	45,732	156,765	156,765	188,156	188,156	-
6400 Federal Funds Ltd	208,840	282,366	282,366	310,941	310,941	-
All Funds	290,864	539,387	539,387	641,029	636,029	-
4175 Office Expenses						
8000 General Fund	134,309	530,934	530,934	710,063	710,063	-
3200 Other Funds Non-Ltd	2,072	4,000	4,000	4,000	4,000	-
3400 Other Funds Ltd	140,222	809,275	769,275	285,786	285,786	-
6400 Federal Funds Ltd	368,913	1,287,172	1,328,319	1,241,132	1,241,132	-
All Funds	645,516	2,631,381	2,632,528	2,240,981	2,240,981	-
4200 Telecommunications						
8000 General Fund	116,038	161,652	161,652	136,103	136,103	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3200 Other Funds Non-Ltd	1,948	-	-	-	-	-
3400 Other Funds Ltd	25,976	96,080	96,080	48,769	48,769	-
6400 Federal Funds Ltd	385,705	331,828	331,828	358,704	358,704	-
All Funds	529,667	589,560	589,560	543,576	543,576	-
4225 State Gov. Service Charges						
8000 General Fund	2,753,386	3,299,780	3,299,780	6,121,597	5,344,758	-
3400 Other Funds Ltd	1,293,828	231,105	231,105	431,053	334,085	-
6400 Federal Funds Ltd	109,940	2,926	2,926	2,926	2,926	-
All Funds	4,157,154	3,533,811	3,533,811	6,555,576	5,681,769	-
4250 Data Processing						
8000 General Fund	148,214	64,671	64,671	76,955	76,955	-
3400 Other Funds Ltd	1,329	10,167	10,167	10,192	10,192	-
6400 Federal Funds Ltd	68,060	240,829	240,829	230,134	230,134	-
All Funds	217,603	315,667	315,667	317,281	317,281	-
4275 Publicity and Publications						
8000 General Fund	4,815	63,625	63,625	41,175	40,875	-
3200 Other Funds Non-Ltd	20	-	-	-	-	-
3400 Other Funds Ltd	1,158	26,882	26,882	6,960	6,960	-
6400 Federal Funds Ltd	17,587	39,642	39,642	27,389	27,389	-
All Funds	23,580	130,149	130,149	75,524	75,224	-
4300 Professional Services						
8000 General Fund	4,210,600	5,950,798	8,173,911	8,190,878	8,298,310	-
3200 Other Funds Non-Ltd	1,234,556	42,480	42,480	42,480	42,480	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-100-00-00-00000

2015-17 Biennium

Department Operations

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3400 Other Funds Ltd	1,504,000	4,065,384	4,065,384	4,199,543	4,199,543	-
6400 Federal Funds Ltd	19,206,617	22,940,413	23,327,196	22,720,792	24,720,792	-
All Funds	26,155,773	32,999,075	35,608,971	35,153,693	37,261,125	-
4315 IT Professional Services						
8000 General Fund	91,889	348,294	348,294	339,127	359,788	-
3400 Other Funds Ltd	-	162,707	162,707	168,076	168,076	-
6400 Federal Funds Ltd	2,622	696,749	696,749	620,411	620,411	-
All Funds	94,511	1,207,750	1,207,750	1,127,614	1,148,275	-
4325 Attorney General						
8000 General Fund	111,008	703,536	703,536	838,616	760,159	-
3200 Other Funds Non-Ltd	3,446	-	-	-	-	-
3400 Other Funds Ltd	13,078	192,487	192,487	229,444	257,836	-
6400 Federal Funds Ltd	183,931	97,998	97,998	116,813	111,337	-
All Funds	311,463	994,021	994,021	1,184,873	1,129,332	-
4375 Employee Recruitment and Develop						
8000 General Fund	8,938	80,673	80,673	50,587	50,587	-
3400 Other Funds Ltd	513	-	-	13,693	13,693	-
6400 Federal Funds Ltd	5,190	-	-	9,270	9,270	-
All Funds	14,641	80,673	80,673	73,550	73,550	-
4400 Dues and Subscriptions						
8000 General Fund	99,315	249,795	249,795	357,224	357,224	-
3400 Other Funds Ltd	3,472	75,780	75,780	26,561	26,561	-
6400 Federal Funds Ltd	449,228	294,189	294,189	590,238	590,238	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000

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All Funds	552,015	619,764	619,764	974,023	974,023	-
4425 Facilities Rental and Taxes						
8000 General Fund	1,404,587	1,387,520	1,387,520	1,450,771	1,480,915	-
3400 Other Funds Ltd	459,351	1,084,055	1,084,055	1,131,753	1,161,897	-
6400 Federal Funds Ltd	55,343	255,769	255,769	267,023	267,023	-
All Funds	1,919,281	2,727,344	2,727,344	2,849,547	2,909,835	-
4450 Fuels and Utilities						
8000 General Fund	-	2,348	2,348	2,419	2,419	-
3400 Other Funds Ltd	-	2,122	2,122	2,185	2,185	-
6400 Federal Funds Ltd	-	28,442	28,442	29,295	29,295	-
All Funds	-	32,912	32,912	33,899	33,899	-
4475 Facilities Maintenance						
8000 General Fund	3,117	8,661	8,661	4,316	4,316	-
3400 Other Funds Ltd	4,578	8,511	8,511	4,030	4,030	-
6400 Federal Funds Ltd	316	42,295	42,295	43,564	43,564	-
All Funds	8,011	59,467	59,467	51,910	51,910	-
4525 Medical Services and Supplies						
8000 General Fund	33	879	879	103	103	-
4575 Agency Program Related S and S						
8000 General Fund	3,221,475	2,571,205	2,571,205	2,448,903	2,300,929	-
3200 Other Funds Non-Ltd	-	2,552,252	2,552,252	2,552,252	2,552,252	-
3400 Other Funds Ltd	888,757	3,684,867	3,684,867	2,994,212	13,214,212	-
6400 Federal Funds Ltd	142	4,726,564	4,726,564	2,294,347	2,294,347	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
All Funds	4,110,374	13,534,888	13,534,888	10,289,714	20,361,740	-
4650 Other Services and Supplies						
8000 General Fund	54,708	174,927	174,927	2,909,978	4,969,978	-
3400 Other Funds Ltd	80,746	910,641	910,641	862,074	862,074	-
6400 Federal Funds Ltd	144,534	626,518	626,518	2,628,154	2,628,154	-
All Funds	279,988	1,712,086	1,712,086	6,400,206	8,460,206	-
4675 Undistributed (S.S.)						
8000 General Fund	-	(1,049,488)	(772,601)	-	-	-
3400 Other Funds Ltd	-	(123,622)	-	-	-	-
6400 Federal Funds Ltd	-	(413,865)	-	-	-	-
All Funds	-	(1,586,975)	(772,601)	-	-	-
4700 Expendable Prop 250 - 5000						
8000 General Fund	2,359	167,396	167,396	277,577	249,657	-
3400 Other Funds Ltd	4,158	45,259	45,259	9,372	9,372	-
6400 Federal Funds Ltd	3,276	36,209	126,733	148,337	148,337	-
All Funds	9,793	248,864	339,388	435,286	407,366	-
4715 IT Expendable Property						
8000 General Fund	438,777	275,231	175,231	168,667	242,574	-
3200 Other Funds Non-Ltd	837	-	-	-	-	-
3400 Other Funds Ltd	137,547	377,439	293,817	311,237	311,237	-
6400 Federal Funds Ltd	330,248	731,055	317,190	621,862	621,862	-
All Funds	907,409	1,383,725	786,238	1,101,766	1,175,673	-

SERVICES & SUPPLIES

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-100-00-00-0000

2015-17 Biennium

Department Operations

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
8000 General Fund	12,995,865	15,645,868	18,045,868	24,995,947	26,228,901	-
3200 Other Funds Non-Ltd	1,255,795	2,603,825	2,603,825	2,603,825	2,603,825	-
3400 Other Funds Ltd	4,796,678	12,169,014	12,169,014	11,296,632	21,478,200	-
6400 Federal Funds Ltd	22,438,926	33,853,208	34,445,727	34,130,735	36,125,259	-
TOTAL SERVICES & SUPPLIES	\$41,487,264	\$64,271,915	\$67,264,434	\$73,027,139	\$86,436,185	-
CAPITAL OUTLAY						
5150 Telecommunications Equipment						
8000 General Fund	37,938	13,235	13,235	13,633	13,633	-
3400 Other Funds Ltd	-	3,490	3,490	3,595	3,595	-
6400 Federal Funds Ltd	39,756	4,246	4,246	4,373	4,373	-
All Funds	77,694	20,971	20,971	21,601	21,601	-
5200 Technical Equipment						
3400 Other Funds Ltd	8,825	-	-	-	-	-
5550 Data Processing Software						
8000 General Fund	51,916	87,087	87,087	89,700	89,700	-
5600 Data Processing Hardware						
8000 General Fund	41,471	11,307	11,307	1,346	1,346	-
3400 Other Funds Ltd	-	334	334	344	344	-
6400 Federal Funds Ltd	452,044	406	230,830	237,755	237,755	-
All Funds	493,515	12,047	242,471	239,445	239,445	-
CAPITAL OUTLAY						
8000 General Fund	131,325	111,629	111,629	104,679	104,679	-
3400 Other Funds Ltd	8,825	3,824	3,824	3,939	3,939	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000

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6400 Federal Funds Ltd	491,800	4,652	235,076	242,128	242,128	-
TOTAL CAPITAL OUTLAY	\$631,950	\$120,105	\$350,529	\$350,746	\$350,746	-
SPECIAL PAYMENTS						
6025 Dist to Other Gov Unit						
3200 Other Funds Non-Ltd	-	70,627	70,627	70,627	70,627	-
6030 Dist to Non-Gov Units						
8000 General Fund	35,825	-	-	-	-	-
3200 Other Funds Non-Ltd	-	30,000	30,000	30,000	30,000	-
6400 Federal Funds Ltd	66,892	109,201	109,201	112,477	112,477	-
All Funds	102,717	139,201	139,201	142,477	142,477	-
6040 Dist to Local School Districts						
8000 General Fund	1,022,823	-	2,000,000	2,060,000	2,060,000	-
3400 Other Funds Ltd	258,912	-	-	-	-	-
6400 Federal Funds Ltd	668,171	-	-	-	-	-
All Funds	1,949,906	-	2,000,000	2,060,000	2,060,000	-
6045 Dist to Comm College Districts						
6400 Federal Funds Ltd	-	48,174	48,174	49,619	49,619	-
6050 Dist to Non-Profit Organizations						
3400 Other Funds Ltd	94,807	-	-	-	-	-
6085 Other Special Payments						
6400 Federal Funds Ltd	-	4,938	4,938	17,694	17,694	-
6471 Spc Pmt to Employment Dept						
6400 Federal Funds Ltd	17,000	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-0000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6525 Spc Pmt to HECC						
6400 Federal Funds Ltd	-	-	-	47,609	47,609	-
6580 Spc Pmt to OR University System						
6400 Federal Funds Ltd	1,032,395	-	-	-	-	-
6584 Spc Pmt to Teacher Stds and Prac						
6400 Federal Funds Ltd	12,893	-	-	-	-	-
6586 Spc Pmt to Comm Coll/Wkfrc Dev						
6400 Federal Funds Ltd	2,332,072	2,007,245	2,007,245	-	-	-
SPECIAL PAYMENTS						
8000 General Fund	1,058,648	-	2,000,000	2,060,000	2,060,000	-
3200 Other Funds Non-Ltd	-	100,627	100,627	100,627	100,627	-
3400 Other Funds Ltd	353,719	-	-	-	-	-
6400 Federal Funds Ltd	4,129,423	2,169,558	2,169,558	227,399	227,399	-
TOTAL SPECIAL PAYMENTS	\$5,541,790	\$2,270,185	\$4,270,185	\$2,388,026	\$2,388,026	-
EXPENDITURES						
8000 General Fund	34,299,779	45,777,314	52,025,737	66,462,617	68,341,275	-
3200 Other Funds Non-Ltd	1,775,669	2,704,452	2,704,452	2,704,452	2,704,452	-
3400 Other Funds Ltd	10,692,594	23,857,286	24,236,923	25,062,238	35,243,806	-
6400 Federal Funds Ltd	51,434,151	72,071,879	75,262,231	72,625,401	75,227,854	-
TOTAL EXPENDITURES	\$98,202,193	\$144,410,931	\$154,229,343	\$166,854,708	\$181,517,387	-
ENDING BALANCE						
3200 Other Funds Non-Ltd	2,429,025	5,583,290	5,583,290	4,252,033	4,252,033	-
3400 Other Funds Ltd	10,649,789	10,522,521	10,522,521	19,683,538	19,721,970	-

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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Department Operations

Cross Reference Number: 58100-100-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6400 Federal Funds Ltd	20,024,676	2	2	2,435,895	2,435,895	-
TOTAL ENDING BALANCE	\$33,103,490	\$16,105,813	\$16,105,813	\$26,371,466	\$26,409,898	-
AUTHORIZED POSITIONS						
8150 Class/Unclass Positions	293	423	433	454	458	-
8180 Position Reconciliation	-	(1)	(1)	-	-	-
TOTAL AUTHORIZED POSITIONS	293	422	432	454	458	-
AUTHORIZED FTE						
8250 Class/Unclass FTE Positions	285.54	400.19	405.55	438.08	441.12	-
8280 FTE Reconciliation	-	0.65	0.65	-	(0.04)	-
TOTAL AUTHORIZED FTE	285.54	400.84	406.20	438.08	441.08	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
OSD**

Cross Reference Number: 58100-200-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
BEGINNING BALANCE						
0025 Beginning Balance						
3200 Other Funds Non-Ltd	60,545	60,545	60,545	60,545	60,545	-
3400 Other Funds Ltd	2,618,982	1,458,651	1,458,651	3,806,595	3,806,595	-
6400 Federal Funds Ltd	1,123,106	131,934	131,934	-	-	-
All Funds	3,802,633	1,651,130	1,651,130	3,867,140	3,867,140	-
0030 Beginning Balance Adjustment						
3400 Other Funds Ltd	-	(92,537)	(92,537)	-	-	-
BEGINNING BALANCE						
3200 Other Funds Non-Ltd	60,545	60,545	60,545	60,545	60,545	-
3400 Other Funds Ltd	2,618,982	1,366,114	1,366,114	3,806,595	3,806,595	-
6400 Federal Funds Ltd	1,123,106	131,934	131,934	-	-	-
TOTAL BEGINNING BALANCE	\$3,802,633	\$1,558,593	\$1,558,593	\$3,867,140	\$3,867,140	-
REVENUE CATEGORIES						
GENERAL FUND APPROPRIATION						
0050 General Fund Appropriation						
8000 General Fund	10,980,894	10,894,677	11,375,088	11,512,824	11,512,824	-
LICENSES AND FEES						
0205 Business Lic and Fees						
3400 Other Funds Ltd	219	-	-	-	-	-
CHARGES FOR SERVICES						
0410 Charges for Services						
3400 Other Funds Ltd	379,080	449,367	449,367	464,176	464,176	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
OSD**

Cross Reference Number: 58100-200-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
FINES, RENTS AND ROYALTIES						
0510 Rents and Royalties						
3400 Other Funds Ltd	248,027	310,846	310,846	310,846	310,846	-
INTEREST EARNINGS						
0605 Interest Income						
3400 Other Funds Ltd	42,576	200,000	200,000	-	-	-
SALES INCOME						
0705 Sales Income						
3400 Other Funds Ltd	40,034	28,868	28,868	32,868	32,868	-
DONATIONS AND CONTRIBUTIONS						
0905 Donations						
3400 Other Funds Ltd	8,190	-	-	-	-	-
OTHER						
0975 Other Revenues						
3400 Other Funds Ltd	484,224	1,697,888	1,733,059	1,733,059	1,733,059	-
FEDERAL FUNDS REVENUE						
0995 Federal Funds						
6400 Federal Funds Ltd	571,126	554,087	559,929	516,800	516,800	-
TRANSFERS IN						
1060 Transfer from General Fund						
3400 Other Funds Ltd	2,550,219	1,731,684	1,731,684	1,731,684	1,731,684	-
1581 Tsfr From Education, Dept of						
3400 Other Funds Ltd	69,564	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
OSD

Cross Reference Number: 58100-200-00-00-00000

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TRANSFERS IN						
3400 Other Funds Ltd	2,619,783	1,731,684	1,731,684	1,731,684	1,731,684	-
TOTAL TRANSFERS IN	\$2,619,783	\$1,731,684	\$1,731,684	\$1,731,684	\$1,731,684	-
REVENUE CATEGORIES						
8000 General Fund	10,980,894	10,894,677	11,375,088	11,512,824	11,512,824	-
3400 Other Funds Ltd	3,822,133	4,418,653	4,453,824	4,272,633	4,272,633	-
6400 Federal Funds Ltd	571,126	554,087	559,929	516,800	516,800	-
TOTAL REVENUE CATEGORIES	\$15,374,153	\$15,867,417	\$16,388,841	\$16,302,257	\$16,302,257	-
AVAILABLE REVENUES						
8000 General Fund	10,980,894	10,894,677	11,375,088	11,512,824	11,512,824	-
3200 Other Funds Non-Ltd	60,545	60,545	60,545	60,545	60,545	-
3400 Other Funds Ltd	6,441,115	5,784,767	5,819,938	8,079,228	8,079,228	-
6400 Federal Funds Ltd	1,694,232	686,021	691,863	516,800	516,800	-
TOTAL AVAILABLE REVENUES	\$19,176,786	\$17,426,010	\$17,947,434	\$20,169,397	\$20,169,397	-
EXPENDITURES						
PERSONAL SERVICES						
SALARIES & WAGES						
3110 Class/Unclass Sal. and Per Diem						
8000 General Fund	5,680,924	6,329,539	6,531,947	6,640,055	6,640,055	-
3400 Other Funds Ltd	621,077	792,986	819,016	900,342	900,342	-
6400 Federal Funds Ltd	115,430	140,732	144,934	161,698	161,698	-
All Funds	6,417,431	7,263,257	7,495,897	7,702,095	7,702,095	-
3160 Temporary Appointments						

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
OSD

Cross Reference Number: 58100-200-00-00-00000

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8000 General Fund	47,268	95,138	95,138	97,992	97,992	-
3400 Other Funds Ltd	24,357	46,577	46,577	47,974	47,974	-
All Funds	71,625	141,715	141,715	145,966	145,966	-
3170 Overtime Payments						
8000 General Fund	16,291	96,100	96,100	98,983	98,983	-
3400 Other Funds Ltd	4,162	-	-	-	-	-
All Funds	20,453	96,100	96,100	98,983	98,983	-
3180 Shift Differential						
8000 General Fund	24,190	40,950	40,950	42,178	42,178	-
3400 Other Funds Ltd	5,618	-	-	-	-	-
All Funds	29,808	40,950	40,950	42,178	42,178	-
3190 All Other Differential						
8000 General Fund	240,771	492,526	492,526	507,302	507,302	-
3400 Other Funds Ltd	16,263	126,250	126,250	130,038	130,038	-
6400 Federal Funds Ltd	5,656	-	-	-	-	-
All Funds	262,690	618,776	618,776	637,340	637,340	-
SALARIES & WAGES						
8000 General Fund	6,009,444	7,054,253	7,256,661	7,386,510	7,386,510	-
3400 Other Funds Ltd	671,477	965,813	991,843	1,078,354	1,078,354	-
6400 Federal Funds Ltd	121,086	140,732	144,934	161,698	161,698	-
TOTAL SALARIES & WAGES	\$6,802,007	\$8,160,798	\$8,393,438	\$8,626,562	\$8,626,562	-
OTHER PAYROLL EXPENSES						
3210 Empl. Rel. Bd. Assessments						

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
OSD**

Cross Reference Number: 58100-200-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
8000 General Fund	1,784	2,665	2,665	2,924	2,924	-
3400 Other Funds Ltd	323	424	424	512	512	-
6400 Federal Funds Ltd	37	85	85	76	76	-
All Funds	2,144	3,174	3,174	3,512	3,512	-
3220 Public Employees' Retire Cont						
8000 General Fund	892,075	1,020,903	1,046,629	1,150,861	1,150,861	-
3400 Other Funds Ltd	97,029	134,849	138,157	162,693	162,693	-
6400 Federal Funds Ltd	9,493	20,646	21,177	25,532	25,532	-
All Funds	998,597	1,176,398	1,205,963	1,339,086	1,339,086	-
3221 Pension Obligation Bond						
8000 General Fund	369,157	437,603	421,925	450,520	450,520	-
3400 Other Funds Ltd	39,660	55,885	55,732	60,636	60,636	-
6400 Federal Funds Ltd	3,837	8,693	8,532	9,163	9,163	-
All Funds	412,654	502,181	486,189	520,319	520,319	-
3230 Social Security Taxes						
8000 General Fund	453,688	539,654	555,138	565,073	565,073	-
3400 Other Funds Ltd	50,496	73,884	75,875	82,492	82,492	-
6400 Federal Funds Ltd	9,130	10,766	11,086	12,370	12,370	-
All Funds	513,314	624,304	642,099	659,935	659,935	-
3240 Unemployment Assessments						
8000 General Fund	15,205	3,232	3,232	3,329	3,329	-
3400 Other Funds Ltd	27,348	-	-	-	-	-
All Funds	42,553	3,232	3,232	3,329	3,329	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
OSD**

Cross Reference Number: 58100-200-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3250 Worker's Comp. Assess. (WCD)						
8000 General Fund	2,717	3,947	3,947	4,583	4,583	-
3400 Other Funds Ltd	368	626	626	801	801	-
6400 Federal Funds Ltd	59	126	126	119	119	-
All Funds	3,144	4,699	4,699	5,503	5,503	-
3260 Mass Transit Tax						
8000 General Fund	35,698	42,356	43,570	43,625	43,625	-
3400 Other Funds Ltd	4,386	5,795	5,952	6,256	6,256	-
All Funds	40,084	48,151	49,522	49,881	49,881	-
3270 Flexible Benefits						
8000 General Fund	1,786,685	1,982,906	2,011,823	1,969,677	1,969,677	-
3400 Other Funds Ltd	174,986	263,192	267,030	293,720	293,720	-
6400 Federal Funds Ltd	32,635	65,126	66,076	52,915	52,915	-
All Funds	1,994,306	2,311,224	2,344,929	2,316,312	2,316,312	-
OTHER PAYROLL EXPENSES						
8000 General Fund	3,557,009	4,033,266	4,088,929	4,190,592	4,190,592	-
3400 Other Funds Ltd	394,596	534,655	543,796	607,110	607,110	-
6400 Federal Funds Ltd	55,191	105,442	107,082	100,175	100,175	-
TOTAL OTHER PAYROLL EXPENSES	\$4,006,796	\$4,673,363	\$4,739,807	\$4,897,877	\$4,897,877	-
P.S. BUDGET ADJUSTMENTS						
3455 Vacancy Savings						
8000 General Fund	-	(64,278)	(64,278)	(64,278)	(64,278)	-
3400 Other Funds Ltd	-	(9,884)	(9,884)	(9,884)	(9,884)	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
OSD

Cross Reference Number: 58100-200-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6400 Federal Funds Ltd	-	(1,332)	(1,332)	(1,332)	(1,332)	-
All Funds	-	(75,494)	(75,494)	(75,494)	(75,494)	-
3465 Reconciliation Adjustment						
8000 General Fund	-	326,151	326,151	-	-	-
3400 Other Funds Ltd	-	40,162	40,162	-	-	-
6400 Federal Funds Ltd	-	6,191	6,191	-	-	-
All Funds	-	372,504	372,504	-	-	-
3470 Undistributed (P.S.)						
8000 General Fund	-	(222,340)	-	-	-	-
3991 PERS Policy Adjustment						
8000 General Fund	-	(232,375)	(232,375)	-	-	-
3400 Other Funds Ltd	-	(18,667)	(18,667)	-	-	-
6400 Federal Funds Ltd	-	(4,481)	(4,481)	-	-	-
All Funds	-	(255,523)	(255,523)	-	-	-
P.S. BUDGET ADJUSTMENTS						
8000 General Fund	-	(192,842)	29,498	(64,278)	(64,278)	-
3400 Other Funds Ltd	-	11,611	11,611	(9,884)	(9,884)	-
6400 Federal Funds Ltd	-	378	378	(1,332)	(1,332)	-
TOTAL P.S. BUDGET ADJUSTMENTS	-	(\$180,853)	\$41,487	(\$75,494)	(\$75,494)	-
PERSONAL SERVICES						
8000 General Fund	9,566,453	10,894,677	11,375,088	11,512,824	11,512,824	-
3400 Other Funds Ltd	1,066,073	1,512,079	1,547,250	1,675,580	1,675,580	-
6400 Federal Funds Ltd	176,277	246,552	252,394	260,541	260,541	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
OSD

Cross Reference Number: 58100-200-00-00-00000

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TOTAL PERSONAL SERVICES	\$10,808,803	\$12,653,308	\$13,174,732	\$13,448,945	\$13,448,945	-
SERVICES & SUPPLIES						
4100 Instate Travel						
8000 General Fund	1,424	-	-	-	-	-
3400 Other Funds Ltd	2,650	6,077	6,077	6,259	6,259	-
6400 Federal Funds Ltd	335	-	-	-	-	-
All Funds	4,409	6,077	6,077	6,259	6,259	-
4125 Out of State Travel						
3400 Other Funds Ltd	-	1,083	1,083	1,115	1,115	-
6400 Federal Funds Ltd	-	1,783	1,783	1,836	1,836	-
All Funds	-	2,866	2,866	2,951	2,951	-
4150 Employee Training						
8000 General Fund	350	-	-	-	-	-
3400 Other Funds Ltd	7,393	11,237	11,237	11,573	11,573	-
6400 Federal Funds Ltd	1,190	1,929	1,929	1,987	1,987	-
All Funds	8,933	13,166	13,166	13,560	13,560	-
4175 Office Expenses						
8000 General Fund	6,675	-	-	-	-	-
3400 Other Funds Ltd	51,489	46,910	46,910	48,317	48,317	-
6400 Federal Funds Ltd	-	244	244	251	251	-
All Funds	58,164	47,154	47,154	48,568	48,568	-
4200 Telecommunications						
8000 General Fund	13,094	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
OSD**

Cross Reference Number: 58100-200-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3400 Other Funds Ltd	48,465	53,392	53,392	39,544	39,544	-
All Funds	61,559	53,392	53,392	39,544	39,544	-
4225 State Gov. Service Charges						
3400 Other Funds Ltd	241	-	-	-	-	-
4250 Data Processing						
3400 Other Funds Ltd	2,646	814	814	838	838	-
4275 Publicity and Publications						
3400 Other Funds Ltd	149	-	-	-	-	-
4300 Professional Services						
8000 General Fund	978	-	-	-	-	-
3400 Other Funds Ltd	2,121,099	235,590	235,590	243,365	243,365	-
6400 Federal Funds Ltd	94,322	33,964	33,964	35,085	35,085	-
All Funds	2,216,399	269,554	269,554	278,450	278,450	-
4315 IT Professional Services						
8000 General Fund	4,601	-	-	-	-	-
4325 Attorney General						
8000 General Fund	5,320	-	-	-	-	-
3400 Other Funds Ltd	17,649	-	-	-	-	-
All Funds	22,969	-	-	-	-	-
4400 Dues and Subscriptions						
3400 Other Funds Ltd	15,132	16,128	16,128	16,611	16,611	-
4425 Facilities Rental and Taxes						
3400 Other Funds Ltd	1,441	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
OSD**

Cross Reference Number: 58100-200-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
4450 Fuels and Utilities						
8000 General Fund	375,659	-	-	-	-	-
3400 Other Funds Ltd	176,296	165,439	165,439	479,402	479,402	-
All Funds	551,955	165,439	165,439	479,402	479,402	-
4475 Facilities Maintenance						
8000 General Fund	4,484	-	-	-	-	-
3400 Other Funds Ltd	123,018	640,000	640,000	659,200	659,200	-
All Funds	127,502	640,000	640,000	659,200	659,200	-
4500 Food and Kitchen Supplies						
8000 General Fund	105	-	-	-	-	-
3400 Other Funds Ltd	208,611	194,930	194,930	107,323	107,323	-
All Funds	208,716	194,930	194,930	107,323	107,323	-
4525 Medical Services and Supplies						
3400 Other Funds Ltd	2,673	2,711	2,711	2,792	2,792	-
4550 Other Care of Residents and Patients						
3400 Other Funds Ltd	-	803	803	827	827	-
4575 Agency Program Related S and S						
8000 General Fund	3,345	-	-	-	-	-
3400 Other Funds Ltd	83,046	62,954	62,954	150,333	150,333	-
6400 Federal Funds Ltd	-	23,339	23,339	24,039	24,039	-
All Funds	86,391	86,293	86,293	174,372	174,372	-
4650 Other Services and Supplies						
8000 General Fund	6,670	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
OSD

Cross Reference Number: 58100-200-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3400 Other Funds Ltd	31,808	513,624	513,624	153,083	153,083	-
6400 Federal Funds Ltd	-	175,000	175,000	163,414	163,414	-
All Funds	38,478	688,624	688,624	316,497	316,497	-
4700 Expendable Prop 250 - 5000						
3400 Other Funds Ltd	92,094	175,204	175,204	177,370	177,370	-
6400 Federal Funds Ltd	-	22,967	22,967	23,656	23,656	-
All Funds	92,094	198,171	198,171	201,026	201,026	-
4715 IT Expendable Property						
8000 General Fund	13,485	-	-	-	-	-
3400 Other Funds Ltd	62,081	21,658	21,658	22,308	22,308	-
All Funds	75,566	21,658	21,658	22,308	22,308	-
SERVICES & SUPPLIES						
8000 General Fund	436,190	-	-	-	-	-
3400 Other Funds Ltd	3,047,981	2,148,554	2,148,554	2,120,260	2,120,260	-
6400 Federal Funds Ltd	95,847	259,226	259,226	250,268	250,268	-
TOTAL SERVICES & SUPPLIES	\$3,580,018	\$2,407,780	\$2,407,780	\$2,370,528	\$2,370,528	-
CAPITAL OUTLAY						
5600 Data Processing Hardware						
8000 General Fund	6,377	-	-	-	-	-
3400 Other Funds Ltd	54,866	-	-	-	-	-
All Funds	61,243	-	-	-	-	-
5700 Building Structures						
3400 Other Funds Ltd	128,090	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
OSD**

Cross Reference Number: 58100-200-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
5900 Other Capital Outlay						
8000 General Fund	6,614	-	-	-	-	-
CAPITAL OUTLAY						
8000 General Fund	12,991	-	-	-	-	-
3400 Other Funds Ltd	182,956	-	-	-	-	-
TOTAL CAPITAL OUTLAY	\$195,947	-	-	-	-	-
SPECIAL PAYMENTS						
6060 Intra-Agency Gen Fund Transfer						
8000 General Fund	965,260	-	-	-	-	-
EXPENDITURES						
8000 General Fund	10,980,894	10,894,677	11,375,088	11,512,824	11,512,824	-
3400 Other Funds Ltd	4,297,010	3,660,633	3,695,804	3,795,840	3,795,840	-
6400 Federal Funds Ltd	272,124	505,778	511,620	510,809	510,809	-
TOTAL EXPENDITURES	\$15,550,028	\$15,061,088	\$15,582,512	\$15,819,473	\$15,819,473	-
ENDING BALANCE						
3200 Other Funds Non-Ltd	60,545	60,545	60,545	60,545	60,545	-
3400 Other Funds Ltd	2,144,105	2,124,134	2,124,134	4,283,388	4,283,388	-
6400 Federal Funds Ltd	1,422,108	180,243	180,243	5,991	5,991	-
TOTAL ENDING BALANCE	\$3,626,758	\$2,364,922	\$2,364,922	\$4,349,924	\$4,349,924	-
AUTHORIZED POSITIONS						
8150 Class/Unclass Positions	96	83	83	83	83	-
TOTAL AUTHORIZED POSITIONS	96	83	83	83	83	-
AUTHORIZED FTE						

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-200-00-00-00000

2015-17 Biennium

OSD

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
8250 Class/Unclass FTE Positions	80.59	75.25	75.25	76.25	76.25	-
8280 FTE Reconciliation	-	(0.06)	(0.06)	-	-	-
TOTAL AUTHORIZED FTE	80.59	75.19	75.19	76.25	76.25	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-250-00-00-00000

2015-17 Biennium

Youth Corrections Educational Program

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
BEGINNING BALANCE						
0025 Beginning Balance						
3400 Other Funds Ltd	1,651,919	1,913,343	1,913,343	1,065,719	1,065,719	-
6400 Federal Funds Ltd	-	685,460	685,460	-	-	-
All Funds	1,651,919	2,598,803	2,598,803	1,065,719	1,065,719	-
REVENUE CATEGORIES						
OTHER						
0975 Other Revenues						
3400 Other Funds Ltd	462	755,299	764,742	971,000	971,000	-
FEDERAL FUNDS REVENUE						
0995 Federal Funds						
6400 Federal Funds Ltd	1,743,422	2,157,681	2,157,681	2,300,000	2,300,000	-
TRANSFERS IN						
1060 Transfer from General Fund						
3400 Other Funds Ltd	18,004,346	14,466,127	14,466,127	14,466,127	14,466,127	-
REVENUE CATEGORIES						
3400 Other Funds Ltd	18,004,808	15,221,426	15,230,869	15,437,127	15,437,127	-
6400 Federal Funds Ltd	1,743,422	2,157,681	2,157,681	2,300,000	2,300,000	-
TOTAL REVENUE CATEGORIES	\$19,748,230	\$17,379,107	\$17,388,550	\$17,737,127	\$17,737,127	-
AVAILABLE REVENUES						
3400 Other Funds Ltd	19,656,727	17,134,769	17,144,212	16,502,846	16,502,846	-
6400 Federal Funds Ltd	1,743,422	2,843,141	2,843,141	2,300,000	2,300,000	-
TOTAL AVAILABLE REVENUES	\$21,400,149	\$19,977,910	\$19,987,353	\$18,802,846	\$18,802,846	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-250-00-00-00000

2015-17 Biennium

Youth Corrections Educational Program

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
EXPENDITURES						
PERSONAL SERVICES						
SALARIES & WAGES						
3110 Class/Unclass Sal. and Per Diem						
3400 Other Funds Ltd	609,733	279,000	285,334	150,984	150,984	-
3160 Temporary Appointments						
3400 Other Funds Ltd	726	246,452	246,452	33,846	33,846	-
3170 Overtime Payments						
3400 Other Funds Ltd	1,094	-	-	-	-	-
3180 Shift Differential						
3400 Other Funds Ltd	22	-	-	-	-	-
3190 All Other Differential						
3400 Other Funds Ltd	1,411	125,427	125,427	19,190	19,190	-
SALARIES & WAGES						
3400 Other Funds Ltd	612,986	650,879	657,213	204,020	204,020	-
TOTAL SALARIES & WAGES	\$612,986	\$650,879	\$657,213	\$204,020	\$204,020	-
OTHER PAYROLL EXPENSES						
3210 Empl. Rel. Bd. Assessments						
3400 Other Funds Ltd	301	160	160	88	88	-
3220 Public Employees' Retire Cont						
3400 Other Funds Ltd	108,961	59,329	60,134	26,871	26,871	-
3221 Pension Obligation Bond						
3400 Other Funds Ltd	35,962	38,797	38,797	24,325	24,325	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-250-00-00-00000

2015-17 Biennium

Youth Corrections Educational Program

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3230 Social Security Taxes						
3400 Other Funds Ltd	45,627	49,792	50,277	15,609	15,609	-
3240 Unemployment Assessments						
3400 Other Funds Ltd	30	-	-	-	-	-
3250 Worker's Comp. Assess. (WCD)						
3400 Other Funds Ltd	353	236	236	138	138	-
3260 Mass Transit Tax						
3400 Other Funds Ltd	2,671	3,905	3,943	1,286	1,286	-
3270 Flexible Benefits						
3400 Other Funds Ltd	227,755	122,112	123,893	61,056	61,056	-
OTHER PAYROLL EXPENSES						
3400 Other Funds Ltd	421,660	274,331	277,440	129,373	129,373	-
TOTAL OTHER PAYROLL EXPENSES	\$421,660	\$274,331	\$277,440	\$129,373	\$129,373	-
P.S. BUDGET ADJUSTMENTS						
3465 Reconciliation Adjustment						
3400 Other Funds Ltd	-	17,814	17,814	-	-	-
3991 PERS Policy Adjustment						
3400 Other Funds Ltd	-	(12,879)	(12,879)	-	-	-
P.S. BUDGET ADJUSTMENTS						
3400 Other Funds Ltd	-	4,935	4,935	-	-	-
TOTAL P.S. BUDGET ADJUSTMENTS	-	\$4,935	\$4,935	-	-	-
PERSONAL SERVICES						
3400 Other Funds Ltd	1,034,646	930,145	939,588	333,393	333,393	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-250-00-00-00000

2015-17 Biennium

Youth Corrections Educational Program

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
TOTAL PERSONAL SERVICES	\$1,034,646	\$930,145	\$939,588	\$333,393	\$333,393	-
SERVICES & SUPPLIES						
4100 Instate Travel						
3400 Other Funds Ltd	8,573	2,560	2,560	2,637	2,637	-
6400 Federal Funds Ltd	189	-	-	-	-	-
All Funds	8,762	2,560	2,560	2,637	2,637	-
4125 Out of State Travel						
3400 Other Funds Ltd	903	-	-	-	-	-
4150 Employee Training						
3400 Other Funds Ltd	764	2,580	2,580	2,657	2,657	-
6400 Federal Funds Ltd	481	-	-	-	-	-
All Funds	1,245	2,580	2,580	2,657	2,657	-
4175 Office Expenses						
3400 Other Funds Ltd	1,069	220,971	220,971	77,600	77,600	-
4200 Telecommunications						
3400 Other Funds Ltd	3,690	273	273	3,281	3,281	-
4250 Data Processing						
3400 Other Funds Ltd	8,810	40,005	40,005	11,205	11,205	-
4275 Publicity and Publications						
3400 Other Funds Ltd	-	512	512	527	527	-
4300 Professional Services						
3400 Other Funds Ltd	119,026	73,166	73,166	75,580	75,580	-
6400 Federal Funds Ltd	31,964	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-250-00-00-00000

2015-17 Biennium

Youth Corrections Educational Program

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
All Funds	150,990	73,166	73,166	75,580	75,580	-
4315 IT Professional Services						
3400 Other Funds Ltd	7,678	35,274	35,274	36,438	36,438	-
4325 Attorney General						
3400 Other Funds Ltd	1,001	79	79	94	90	-
4475 Facilities Maintenance						
3400 Other Funds Ltd	-	314,154	314,154	-	-	-
4600 Intra-agency Charges						
3400 Other Funds Ltd	1,000	-	-	-	-	-
4650 Other Services and Supplies						
3400 Other Funds Ltd	368	184,328	184,328	189,858	189,858	-
4700 Expendable Prop 250 - 5000						
3400 Other Funds Ltd	423	330,711	330,711	40,632	40,632	-
4715 IT Expendable Property						
3400 Other Funds Ltd	11,181	893	893	920	920	-
6400 Federal Funds Ltd	35,808	-	-	-	-	-
All Funds	46,989	893	893	920	920	-
SERVICES & SUPPLIES						
3400 Other Funds Ltd	164,486	1,205,506	1,205,506	441,429	441,425	-
6400 Federal Funds Ltd	68,442	-	-	-	-	-
TOTAL SERVICES & SUPPLIES	\$232,928	\$1,205,506	\$1,205,506	\$441,429	\$441,425	-
SPECIAL PAYMENTS						
6040 Dist to Local School Districts						

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-250-00-00-00000

2015-17 Biennium

Youth Corrections Educational Program

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3400 Other Funds Ltd	13,803,785	13,933,399	13,933,399	15,727,863	15,727,863	-
6400 Federal Funds Ltd	1,674,980	2,157,681	2,157,681	2,222,411	2,222,411	-
All Funds	15,478,765	16,091,080	16,091,080	17,950,274	17,950,274	-
EXPENDITURES						
3400 Other Funds Ltd	15,002,917	16,069,050	16,078,493	16,502,685	16,502,681	-
6400 Federal Funds Ltd	1,743,422	2,157,681	2,157,681	2,222,411	2,222,411	-
TOTAL EXPENDITURES	\$16,746,339	\$18,226,731	\$18,236,174	\$18,725,096	\$18,725,092	-
ENDING BALANCE						
3400 Other Funds Ltd	4,653,810	1,065,719	1,065,719	161	165	-
6400 Federal Funds Ltd	-	685,460	685,460	77,589	77,589	-
TOTAL ENDING BALANCE	\$4,653,810	\$1,751,179	\$1,751,179	\$77,750	\$77,754	-
AUTHORIZED POSITIONS						
8150 Class/Unclass Positions	8	4	4	2	2	-
TOTAL AUTHORIZED POSITIONS	8	4	4	2	2	-
AUTHORIZED FTE						
8250 Class/Unclass FTE Positions	8.00	4.00	4.00	2.00	2.00	-
TOTAL AUTHORIZED FTE	8.00	4.00	4.00	2.00	2.00	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-300-00-00-00000

2015-17 Biennium

Grant - In - Aid and District Supports

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
BEGINNING BALANCE						
0025 Beginning Balance						
3400 Other Funds Ltd	8,337,934	-	-	3,993,512	3,993,512	-
6200 Federal Funds Non-Ltd	7,208,947	-	-	-	-	-
6400 Federal Funds Ltd	1,206,099	16,743,349	16,743,349	-	-	-
All Funds	16,752,980	16,743,349	16,743,349	3,993,512	3,993,512	-
0030 Beginning Balance Adjustment						
3400 Other Funds Ltd	-	3,592,943	3,592,943	-	-	-
6400 Federal Funds Ltd	-	(16,743,349)	(16,743,349)	-	-	-
All Funds	-	(13,150,406)	(13,150,406)	-	-	-
BEGINNING BALANCE						
3400 Other Funds Ltd	8,337,934	3,592,943	3,592,943	3,993,512	3,993,512	-
6200 Federal Funds Non-Ltd	7,208,947	-	-	-	-	-
6400 Federal Funds Ltd	1,206,099	-	-	-	-	-
TOTAL BEGINNING BALANCE	\$16,752,980	\$3,592,943	\$3,592,943	\$3,993,512	\$3,993,512	-

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8000 General Fund	295,556,855	216,750,714	222,100,333	426,140,493	354,789,819	-
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CHARGES FOR SERVICES

0410 Charges for Services

3400 Other Funds Ltd	1,046	85,476	85,476	85,476	85,476	-
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INTEREST EARNINGS

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-300-00-00-00000

2015-17 Biennium

Grant - In - Aid and District Supports

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
0605 Interest Income						
3400 Other Funds Ltd	755	28,243	28,243	-	-	-
DONATIONS AND CONTRIBUTIONS						
0905 Donations						
3400 Other Funds Ltd	915,323	-	-	-	-	-
OTHER						
0975 Other Revenues						
3400 Other Funds Ltd	524,615	1,481,396	1,481,396	1,344,701	1,344,701	-
FEDERAL FUNDS REVENUE						
0995 Federal Funds						
6200 Federal Funds Non-Ltd	350,935,689	349,992,872	349,992,872	388,007,727	388,007,727	-
6400 Federal Funds Ltd	725,668,059	786,788,751	786,788,751	813,686,180	811,686,180	-
All Funds	1,076,603,748	1,136,781,623	1,136,781,623	1,201,693,907	1,199,693,907	-
TRANSFERS IN						
1050 Transfer In Other						
3400 Other Funds Ltd	-	45,288,681	45,288,681	43,575,786	43,575,786	-
1060 Transfer from General Fund						
3400 Other Funds Ltd	19,527,670	22,864,474	22,864,474	23,961,983	23,961,983	-
1107 Tsfr From Administrative Svcs						
6400 Federal Funds Ltd	11,127,813	-	-	-	-	-
1121 Tsfr From Governor, Office of the						
3400 Other Funds Ltd	25,671	-	-	-	-	-
1471 Tsfr From Employment Dept						

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-300-00-00-00000

2015-17 Biennium

Grant - In - Aid and District Supports

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3400 Other Funds Ltd	128,752	-	-	-	-	-
TRANSFERS IN						
3400 Other Funds Ltd	19,682,093	68,153,155	68,153,155	67,537,769	67,537,769	-
6400 Federal Funds Ltd	11,127,813	-	-	-	-	-
TOTAL TRANSFERS IN	\$30,809,906	\$68,153,155	\$68,153,155	\$67,537,769	\$67,537,769	-
REVENUE CATEGORIES						
8000 General Fund	295,556,855	216,750,714	222,100,333	426,140,493	354,789,819	-
3400 Other Funds Ltd	21,123,832	69,748,270	69,748,270	68,967,946	68,967,946	-
6200 Federal Funds Non-Ltd	350,935,689	349,992,872	349,992,872	388,007,727	388,007,727	-
6400 Federal Funds Ltd	736,795,872	786,788,751	786,788,751	813,686,180	811,686,180	-
TOTAL REVENUE CATEGORIES	\$1,404,412,248	\$1,423,280,607	\$1,428,630,226	\$1,696,802,346	\$1,623,451,672	-
AVAILABLE REVENUES						
8000 General Fund	295,556,855	216,750,714	222,100,333	426,140,493	354,789,819	-
3400 Other Funds Ltd	29,461,766	73,341,213	73,341,213	72,961,458	72,961,458	-
6200 Federal Funds Non-Ltd	358,144,636	349,992,872	349,992,872	388,007,727	388,007,727	-
6400 Federal Funds Ltd	738,001,971	786,788,751	786,788,751	813,686,180	811,686,180	-
TOTAL AVAILABLE REVENUES	\$1,421,165,228	\$1,426,873,550	\$1,432,223,169	\$1,700,795,858	\$1,627,445,184	-
EXPENDITURES						
SERVICES & SUPPLIES						
4100 Instate Travel						
6200 Federal Funds Non-Ltd	4,001	-	-	-	-	-
6400 Federal Funds Ltd	189	-	-	-	-	-
All Funds	4,190	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-300-00-00-00000

2015-17 Biennium

Grant - In - Aid and District Supports

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
4125 Out of State Travel						
6400 Federal Funds Ltd	299	-	-	-	-	-
4150 Employee Training						
6400 Federal Funds Ltd	195	-	-	-	-	-
4175 Office Expenses						
6200 Federal Funds Non-Ltd	5,000	-	-	-	-	-
4250 Data Processing						
3400 Other Funds Ltd	20,983	-	-	-	-	-
4300 Professional Services						
8000 General Fund	71,000	-	-	-	-	-
3400 Other Funds Ltd	-	3,068,631	3,068,631	3,169,896	3,169,896	-
6200 Federal Funds Non-Ltd	22,000	-	-	-	-	-
6400 Federal Funds Ltd	774,250	-	-	-	-	-
All Funds	867,250	3,068,631	3,068,631	3,169,896	3,169,896	-
SERVICES & SUPPLIES						
8000 General Fund	71,000	-	-	-	-	-
3400 Other Funds Ltd	20,983	3,068,631	3,068,631	3,169,896	3,169,896	-
6200 Federal Funds Non-Ltd	31,001	-	-	-	-	-
6400 Federal Funds Ltd	774,933	-	-	-	-	-
TOTAL SERVICES & SUPPLIES	\$897,917	\$3,068,631	\$3,068,631	\$3,169,896	\$3,169,896	-
SPECIAL PAYMENTS						
6020 Dist to Counties						
6200 Federal Funds Non-Ltd	4,624	-	-	7,000	7,000	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-300-00-00-00000

2015-17 Biennium

Grant - In - Aid and District Supports

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6025 Dist to Other Gov Unit						
8000 General Fund	45,561	-	-	1,545	1,545	-
6200 Federal Funds Non-Ltd	2,745,214	-	-	2,800,000	2,800,000	-
All Funds	2,790,775	-	-	2,801,545	2,801,545	-
6030 Dist to Non-Gov Units						
8000 General Fund	96,098,560	9,148,782	9,148,782	9,412,210	9,412,210	-
3400 Other Funds Ltd	10,692	2,150,400	2,150,400	2,214,912	2,214,912	-
6200 Federal Funds Non-Ltd	57,135,306	60,330,069	60,330,069	57,500,000	57,500,000	-
6400 Federal Funds Ltd	10,428,355	10,674,609	10,674,609	10,994,848	10,994,848	-
All Funds	163,672,913	82,303,860	82,303,860	80,121,970	80,121,970	-
6040 Dist to Local School Districts						
8000 General Fund	186,077,946	210,774,949	214,044,412	415,726,961	345,374,004	-
3400 Other Funds Ltd	17,586,525	65,945,326	65,945,326	61,931,309	61,931,309	-
6200 Federal Funds Non-Ltd	282,470,807	286,274,362	286,274,362	320,000,000	320,000,000	-
6400 Federal Funds Ltd	709,510,772	774,314,283	774,314,283	798,830,233	796,830,233	-
All Funds	1,195,646,050	1,337,308,920	1,340,578,383	1,596,488,503	1,524,135,546	-
6045 Dist to Comm College Districts						
8000 General Fund	9,556,368	-	-	1,030	1,030	-
6200 Federal Funds Non-Ltd	5,376,578	-	-	3,868,872	3,868,872	-
6400 Federal Funds Ltd	12,761,214	1,597,845	1,597,845	1,645,780	1,645,780	-
All Funds	27,694,160	1,597,845	1,597,845	5,515,682	5,515,682	-
6085 Other Special Payments						
8000 General Fund	-	988,426	988,426	997,717	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-300-00-00-00000

2015-17 Biennium

Grant - In - Aid and District Supports

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3400 Other Funds Ltd	-	2,063,137	2,063,137	2,125,031	1,713,031	-
6200 Federal Funds Non-Ltd	-	80,714	80,714	1,202	1,202	-
All Funds	-	3,132,277	3,132,277	3,123,950	1,714,233	-
6090 Undistributed (S.P.)						
8000 General Fund	-	(4,161,443)	(2,081,287)	-	-	-
6248 Spc Pmt to Military Dept, Or						
6200 Federal Funds Non-Ltd	404,370	392,872	392,872	413,798	413,798	-
6291 Spc Pmt to Corrections, Dept of						
6400 Federal Funds Ltd	213,065	202,014	202,014	208,074	208,074	-
6415 Spc Pmt to Or Youth Authority						
6200 Federal Funds Non-Ltd	2,196,845	2,914,855	2,914,855	2,914,855	2,914,855	-
6525 Spc Pmt to HECC						
6400 Federal Funds Ltd	-	-	-	2,007,245	2,007,245	-
6575 Spc Pmt to Student Access Comm						
6400 Federal Funds Ltd	86,427	-	-	-	-	-
6580 Spc Pmt to OR University System						
8000 General Fund	2,192,400	-	-	1,030	1,030	-
6200 Federal Funds Non-Ltd	501,379	-	-	502,000	502,000	-
6400 Federal Funds Ltd	2,961,006	-	-	-	-	-
All Funds	5,654,785	-	-	503,030	503,030	-
6581 Spc Pmt to Education, Dept of						
6200 Federal Funds Non-Ltd	69,564	-	-	-	-	-

SPECIAL PAYMENTS

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-300-00-00-00000

2015-17 Biennium

Grant - In - Aid and District Supports

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
8000 General Fund	293,970,835	216,750,714	222,100,333	426,140,493	354,789,819	-
3400 Other Funds Ltd	17,597,217	70,158,863	70,158,863	66,271,252	65,859,252	-
6200 Federal Funds Non-Ltd	350,904,687	349,992,872	349,992,872	388,007,727	388,007,727	-
6400 Federal Funds Ltd	735,960,839	786,788,751	786,788,751	813,686,180	811,686,180	-
TOTAL SPECIAL PAYMENTS	\$1,398,433,578	\$1,423,691,200	\$1,429,040,819	\$1,694,105,652	\$1,620,342,978	-
EXPENDITURES						
8000 General Fund	294,041,835	216,750,714	222,100,333	426,140,493	354,789,819	-
3400 Other Funds Ltd	17,618,200	73,227,494	73,227,494	69,441,148	69,029,148	-
6200 Federal Funds Non-Ltd	350,935,688	349,992,872	349,992,872	388,007,727	388,007,727	-
6400 Federal Funds Ltd	736,735,772	786,788,751	786,788,751	813,686,180	811,686,180	-
TOTAL EXPENDITURES	\$1,399,331,495	\$1,426,759,831	\$1,432,109,450	\$1,697,275,548	\$1,623,512,874	-
REVERSIONS						
9900 Reversions						
8000 General Fund	(1,515,020)	-	-	-	-	-
ENDING BALANCE						
3400 Other Funds Ltd	11,843,566	113,719	113,719	3,520,310	3,932,310	-
6200 Federal Funds Non-Ltd	7,208,948	-	-	-	-	-
6400 Federal Funds Ltd	1,266,199	-	-	-	-	-
TOTAL ENDING BALANCE	\$20,318,713	\$113,719	\$113,719	\$3,520,310	\$3,932,310	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
School Funding

Cross Reference Number: 58100-400-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
BEGINNING BALANCE						
0025 Beginning Balance						
3400 Other Funds Ltd	695,429	4,063,486	4,063,486	527,331	527,331	-
6400 Federal Funds Ltd	133,348	-	-	-	-	-
All Funds	828,777	4,063,486	4,063,486	527,331	527,331	-
REVENUE CATEGORIES						
GENERAL FUND APPROPRIATION						
0050 General Fund Appropriation						
8000 General Fund	5,168,845,755	6,222,625,891	6,322,625,891	6,856,733,834	6,598,757,737	-
OTHER						
0975 Other Revenues						
3400 Other Funds Ltd	-	60,000	60,000	3,075,000	3,075,000	-
TRANSFERS IN						
1107 Tsfr From Administrative Svcs						
4400 Lottery Funds Ltd	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
6400 Federal Funds Ltd	22,449,100	-	-	-	-	-
All Funds	568,353,613	327,374,109	327,374,109	327,374,109	311,639,006	-
1150 Tsfr From Revenue, Dept of						
3400 Other Funds Ltd	365,768	340,252	340,252	615,890	615,890	-
TRANSFERS IN						
4400 Lottery Funds Ltd	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
3400 Other Funds Ltd	365,768	340,252	340,252	615,890	615,890	-
6400 Federal Funds Ltd	22,449,100	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-400-00-00-00000

2015-17 Biennium

School Funding

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
TOTAL TRANSFERS IN	\$568,719,381	\$327,714,361	\$327,714,361	\$327,989,999	\$312,254,896	-
REVENUE CATEGORIES						
8000 General Fund	5,168,845,755	6,222,625,891	6,322,625,891	6,856,733,834	6,598,757,737	-
4400 Lottery Funds Ltd	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
3400 Other Funds Ltd	365,768	400,252	400,252	3,690,890	3,690,890	-
6400 Federal Funds Ltd	22,449,100	-	-	-	-	-
TOTAL REVENUE CATEGORIES	\$5,737,565,136	\$6,550,400,252	\$6,650,400,252	\$7,187,798,833	\$6,914,087,633	-
AVAILABLE REVENUES						
8000 General Fund	5,168,845,755	6,222,625,891	6,322,625,891	6,856,733,834	6,598,757,737	-
4400 Lottery Funds Ltd	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
3400 Other Funds Ltd	1,061,197	4,463,738	4,463,738	4,218,221	4,218,221	-
6400 Federal Funds Ltd	22,582,448	-	-	-	-	-
TOTAL AVAILABLE REVENUES	\$5,738,393,913	\$6,554,463,738	\$6,654,463,738	\$7,188,326,164	\$6,914,614,964	-
EXPENDITURES						
PERSONAL SERVICES						
SALARIES & WAGES						
3110 Class/Unclass Sal. and Per Diem						
8000 General Fund	202,179	-	-	-	-	-
OTHER PAYROLL EXPENSES						
3210 Empl. Rel. Bd. Assessments						
8000 General Fund	61	-	-	-	-	-
3220 Public Employees' Retire Cont						
8000 General Fund	28,923	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-400-00-00-00000

2015-17 Biennium

School Funding

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3221 Pension Obligation Bond						
8000 General Fund	12,675	-	-	-	-	-
3230 Social Security Taxes						
8000 General Fund	15,161	-	-	-	-	-
3250 Worker's Comp. Assess. (WCD)						
8000 General Fund	72	-	-	-	-	-
3260 Mass Transit Tax						
8000 General Fund	1,213	-	-	-	-	-
3270 Flexible Benefits						
8000 General Fund	42,081	-	-	-	-	-
OTHER PAYROLL EXPENSES						
8000 General Fund	100,186	-	-	-	-	-
TOTAL OTHER PAYROLL EXPENSES	\$100,186	-	-	-	-	-
PERSONAL SERVICES						
8000 General Fund	302,365	-	-	-	-	-
TOTAL PERSONAL SERVICES	\$302,365	-	-	-	-	-
SERVICES & SUPPLIES						
4100 Instate Travel						
8000 General Fund	445	-	-	-	-	-
4125 Out of State Travel						
8000 General Fund	2,679	-	-	-	-	-
4150 Employee Training						
8000 General Fund	16,034	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
School Funding

Cross Reference Number: 58100-400-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
4175 Office Expenses						
8000 General Fund	606	-	-	-	-	-
4200 Telecommunications						
8000 General Fund	841	-	-	-	-	-
4300 Professional Services						
8000 General Fund	677,608	-	-	-	-	-
4325 Attorney General						
8000 General Fund	3,017	-	-	-	-	-
4400 Dues and Subscriptions						
8000 General Fund	12,007	-	-	-	-	-
4650 Other Services and Supplies						
8000 General Fund	18	-	-	-	-	-
4700 Expendable Prop 250 - 5000						
8000 General Fund	289	-	-	-	-	-
4715 IT Expendable Property						
8000 General Fund	1,212	-	-	-	-	-
SERVICES & SUPPLIES						
8000 General Fund	714,756	-	-	-	-	-
TOTAL SERVICES & SUPPLIES	\$714,756	-	-	-	-	-
SPECIAL PAYMENTS						
6040 Dist to Local School Districts						
8000 General Fund	5,088,186,696	6,180,097,356	6,280,097,356	6,813,107,790	6,555,131,693	-
4400 Lottery Funds Ltd	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
School Funding

Cross Reference Number: 58100-400-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3400 Other Funds Ltd	340,252	400,826	3,936,407	3,936,407	3,936,407	-
6400 Federal Funds Ltd	22,449,100	-	-	-	-	-
All Funds	5,656,880,561	6,507,872,291	6,611,407,872	7,144,418,306	6,870,707,106	-
6060 Intra-Agency Gen Fund Transfer						
8000 General Fund	40,700,975	42,528,535	42,528,535	43,626,044	43,626,044	-
SPECIAL PAYMENTS						
8000 General Fund	5,128,887,671	6,222,625,891	6,322,625,891	6,856,733,834	6,598,757,737	-
4400 Lottery Funds Ltd	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
3400 Other Funds Ltd	340,252	400,826	3,936,407	3,936,407	3,936,407	-
6400 Federal Funds Ltd	22,449,100	-	-	-	-	-
TOTAL SPECIAL PAYMENTS	\$5,697,581,536	\$6,550,400,826	\$6,653,936,407	\$7,188,044,350	\$6,914,333,150	-
EXPENDITURES						
8000 General Fund	5,129,904,792	6,222,625,891	6,322,625,891	6,856,733,834	6,598,757,737	-
4400 Lottery Funds Ltd	545,904,513	327,374,109	327,374,109	327,374,109	311,639,006	-
3400 Other Funds Ltd	340,252	400,826	3,936,407	3,936,407	3,936,407	-
6400 Federal Funds Ltd	22,449,100	-	-	-	-	-
TOTAL EXPENDITURES	\$5,698,598,657	\$6,550,400,826	\$6,653,936,407	\$7,188,044,350	\$6,914,333,150	-
REVERSIONS						
9900 Reversions						
8000 General Fund	(38,940,963)	-	-	-	-	-
ENDING BALANCE						
3400 Other Funds Ltd	720,945	4,062,912	527,331	281,814	281,814	-
6400 Federal Funds Ltd	133,348	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-400-00-00-00000

2015-17 Biennium

School Funding

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
TOTAL ENDING BALANCE	\$854,293	\$4,062,912	\$527,331	\$281,814	\$281,814	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-450-00-00-00000

2015-17 Biennium

Common School Fund

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
REVENUE CATEGORIES						
TRANSFERS IN						
1141 Tsfr From Lands, Dept of State						
3200 Other Funds Non-Ltd	101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	-
AVAILABLE REVENUES						
3200 Other Funds Non-Ltd	101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	-
TOTAL AVAILABLE REVENUES	\$101,086,483	\$91,627,015	\$91,627,015	\$109,690,000	\$109,690,000	-
EXPENDITURES						
SPECIAL PAYMENTS						
6040 Dist to Local School Districts						
3200 Other Funds Non-Ltd	101,086,483	91,627,015	91,627,015	109,690,000	109,690,000	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Early Learning Division

Cross Reference Number: 58100-500-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
BEGINNING BALANCE						
0025 Beginning Balance						
3400 Other Funds Ltd	161,626	-	-	-	-	-
0030 Beginning Balance Adjustment						
3400 Other Funds Ltd	-	664,539	664,539	-	-	-
BEGINNING BALANCE						
3400 Other Funds Ltd	161,626	664,539	664,539	-	-	-
TOTAL BEGINNING BALANCE	\$161,626	\$664,539	\$664,539	-	-	-
REVENUE CATEGORIES						
GENERAL FUND APPROPRIATION						
0050 General Fund Appropriation						
8000 General Fund	3,234,080	157,897,265	161,119,658	177,316,338	263,731,547	-
OTHER						
0975 Other Revenues						
3400 Other Funds Ltd	1,362,571	3,365,123	3,365,123	5,791,995	5,791,995	-
FEDERAL FUNDS REVENUE						
0995 Federal Funds						
6400 Federal Funds Ltd	136,629,046	131,546,862	137,702,052	130,600,115	130,600,115	-
TRANSFERS IN						
1050 Transfer In Other						
3400 Other Funds Ltd	1,609,389	-	-	-	-	-
1100 Tsfr From Human Svcs, Dept of						
3400 Other Funds Ltd	-	9,262,667	9,262,667	4,806,849	4,806,849	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Early Learning Division

Cross Reference Number: 58100-500-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
1443 Tsfr From Oregon Health Authority						
3400 Other Funds Ltd	-	-	-	3,176,181	3,176,181	-
TRANSFERS IN						
3400 Other Funds Ltd	1,609,389	9,262,667	9,262,667	7,983,030	7,983,030	-
TOTAL TRANSFERS IN	\$1,609,389	\$9,262,667	\$9,262,667	\$7,983,030	\$7,983,030	-
REVENUE CATEGORIES						
8000 General Fund	3,234,080	157,897,265	161,119,658	177,316,338	263,731,547	-
3400 Other Funds Ltd	2,971,960	12,627,790	12,627,790	13,775,025	13,775,025	-
6400 Federal Funds Ltd	136,629,046	131,546,862	137,702,052	130,600,115	130,600,115	-
TOTAL REVENUE CATEGORIES	\$142,835,086	\$302,071,917	\$311,449,500	\$321,691,478	\$408,106,687	-
AVAILABLE REVENUES						
8000 General Fund	3,234,080	157,897,265	161,119,658	177,316,338	263,731,547	-
3400 Other Funds Ltd	3,133,586	13,292,329	13,292,329	13,775,025	13,775,025	-
6400 Federal Funds Ltd	136,629,046	131,546,862	137,702,052	130,600,115	130,600,115	-
TOTAL AVAILABLE REVENUES	\$142,996,712	\$302,736,456	\$312,114,039	\$321,691,478	\$408,106,687	-
EXPENDITURES						
PERSONAL SERVICES						
SALARIES & WAGES						
3110 Class/Unclass Sal. and Per Diem						
8000 General Fund	1,675,598	-	-	-	-	-
3400 Other Funds Ltd	593,255	-	-	-	-	-
6400 Federal Funds Ltd	5,766,633	-	-	-	-	-
All Funds	8,035,486	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-500-00-00-00000

2015-17 Biennium

Early Learning Division

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3160 Temporary Appointments						
8000 General Fund	2,018	-	-	-	-	-
3400 Other Funds Ltd	16,320	-	-	-	-	-
6400 Federal Funds Ltd	56,125	-	-	-	-	-
All Funds	74,463	-	-	-	-	-
3170 Overtime Payments						
8000 General Fund	5,317	-	-	-	-	-
3400 Other Funds Ltd	34,977	-	-	-	-	-
6400 Federal Funds Ltd	50,311	-	-	-	-	-
All Funds	90,605	-	-	-	-	-
3180 Shift Differential						
8000 General Fund	27	-	-	-	-	-
3400 Other Funds Ltd	846	-	-	-	-	-
6400 Federal Funds Ltd	289	-	-	-	-	-
All Funds	1,162	-	-	-	-	-
3190 All Other Differential						
8000 General Fund	40,789	-	-	-	-	-
3400 Other Funds Ltd	18,779	-	-	-	-	-
6400 Federal Funds Ltd	125,206	-	-	-	-	-
All Funds	184,774	-	-	-	-	-
SALARIES & WAGES						
8000 General Fund	1,723,749	-	-	-	-	-
3400 Other Funds Ltd	664,177	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-500-00-00-00000

2015-17 Biennium

Early Learning Division

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6400 Federal Funds Ltd	5,998,564	-	-	-	-	-
TOTAL SALARIES & WAGES	\$8,386,490	-	-	-	-	-
OTHER PAYROLL EXPENSES						
3210 Empl. Rel. Bd. Assessments						
8000 General Fund	769	-	-	-	-	-
3400 Other Funds Ltd	324	-	-	-	-	-
6400 Federal Funds Ltd	2,198	-	-	-	-	-
All Funds	3,291	-	-	-	-	-
3220 Public Employees' Retire Cont						
8000 General Fund	246,731	-	-	-	-	-
3400 Other Funds Ltd	88,726	-	-	-	-	-
6400 Federal Funds Ltd	893,813	-	-	-	-	-
All Funds	1,229,270	-	-	-	-	-
3221 Pension Obligation Bond						
8000 General Fund	105,825	-	-	-	-	-
3400 Other Funds Ltd	37,942	-	-	-	-	-
6400 Federal Funds Ltd	363,165	-	-	-	-	-
All Funds	506,932	-	-	-	-	-
3230 Social Security Taxes						
8000 General Fund	123,994	-	-	-	-	-
3400 Other Funds Ltd	49,701	-	-	-	-	-
6400 Federal Funds Ltd	455,834	1	1	-	-	-
All Funds	629,529	1	1	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-500-00-00-00000

2015-17 Biennium

Early Learning Division

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3240 Unemployment Assessments						
8000 General Fund	628	-	-	-	-	-
3400 Other Funds Ltd	281	-	-	-	-	-
6400 Federal Funds Ltd	2,484	-	-	-	-	-
All Funds	3,393	-	-	-	-	-
3250 Worker's Comp. Assess. (WCD)						
8000 General Fund	830	-	-	-	-	-
3400 Other Funds Ltd	421	-	-	-	-	-
6400 Federal Funds Ltd	2,646	-	-	-	-	-
All Funds	3,897	-	-	-	-	-
3260 Mass Transit Tax						
8000 General Fund	7,421	-	-	-	-	-
3400 Other Funds Ltd	4,389	-	-	-	-	-
All Funds	11,810	-	-	-	-	-
3270 Flexible Benefits						
8000 General Fund	467,410	-	-	-	-	-
3400 Other Funds Ltd	244,265	-	-	-	-	-
6400 Federal Funds Ltd	1,623,844	-	-	-	-	-
All Funds	2,335,519	-	-	-	-	-
OTHER PAYROLL EXPENSES						
8000 General Fund	953,608	-	-	-	-	-
3400 Other Funds Ltd	426,049	-	-	-	-	-
6400 Federal Funds Ltd	3,343,984	1	1	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-500-00-00-00000

2015-17 Biennium

Early Learning Division

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
TOTAL OTHER PAYROLL EXPENSES	\$4,723,641	\$1	\$1	-	-	-
P.S. BUDGET ADJUSTMENTS						
3465 Reconciliation Adjustment						
6400 Federal Funds Ltd	-	(1)	(1)	-	-	-
PERSONAL SERVICES						
8000 General Fund	2,677,357	-	-	-	-	-
3400 Other Funds Ltd	1,090,226	-	-	-	-	-
6400 Federal Funds Ltd	9,342,548	-	-	-	-	-
TOTAL PERSONAL SERVICES	\$13,110,131	-	-	-	-	-
SERVICES & SUPPLIES						
4100 Instate Travel						
8000 General Fund	70,791	-	-	-	-	-
3400 Other Funds Ltd	1,664	-	-	-	-	-
6400 Federal Funds Ltd	276,452	-	-	-	-	-
All Funds	348,907	-	-	-	-	-
4125 Out of State Travel						
8000 General Fund	6,851	-	-	-	-	-
3400 Other Funds Ltd	1,948	-	-	-	-	-
6400 Federal Funds Ltd	9,343	-	-	-	-	-
All Funds	18,142	-	-	-	-	-
4150 Employee Training						
8000 General Fund	7,461	-	-	-	-	-
3400 Other Funds Ltd	2,680	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Early Learning Division

Cross Reference Number: 58100-500-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6400 Federal Funds Ltd	36,002	-	-	-	-	-
All Funds	46,143	-	-	-	-	-
4175 Office Expenses						
8000 General Fund	17,549	-	-	-	-	-
3400 Other Funds Ltd	6,867	-	-	-	-	-
6400 Federal Funds Ltd	517,020	-	-	-	-	-
All Funds	541,436	-	-	-	-	-
4200 Telecommunications						
8000 General Fund	32,139	-	-	-	-	-
3400 Other Funds Ltd	16,904	-	-	-	-	-
6400 Federal Funds Ltd	117,816	-	-	-	-	-
All Funds	166,859	-	-	-	-	-
4225 State Gov. Service Charges						
8000 General Fund	46,819	-	-	-	-	-
3400 Other Funds Ltd	34,674	-	-	-	-	-
6400 Federal Funds Ltd	161,915	-	-	-	-	-
All Funds	243,408	-	-	-	-	-
4250 Data Processing						
8000 General Fund	82,252	-	-	-	-	-
3400 Other Funds Ltd	44,343	-	-	-	-	-
6400 Federal Funds Ltd	263,030	-	-	-	-	-
All Funds	389,625	-	-	-	-	-
4275 Publicity and Publications						

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

**Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Early Learning Division**

Cross Reference Number: 58100-500-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
8000 General Fund	1,945	-	-	-	-	-
3400 Other Funds Ltd	944	-	-	-	-	-
6400 Federal Funds Ltd	6,838	-	-	-	-	-
All Funds	9,727	-	-	-	-	-
4300 Professional Services						
8000 General Fund	130,686	-	-	-	-	-
3400 Other Funds Ltd	59,583	-	-	-	-	-
6400 Federal Funds Ltd	1,830,856	-	-	-	-	-
All Funds	2,021,125	-	-	-	-	-
4315 IT Professional Services						
8000 General Fund	17,679	-	-	-	-	-
3400 Other Funds Ltd	8,965	-	-	-	-	-
6400 Federal Funds Ltd	229,213	-	-	-	-	-
All Funds	255,857	-	-	-	-	-
4325 Attorney General						
8000 General Fund	832	-	-	-	-	-
3400 Other Funds Ltd	457	-	-	-	-	-
6400 Federal Funds Ltd	171,351	-	-	-	-	-
All Funds	172,640	-	-	-	-	-
4375 Employee Recruitment and Develop						
8000 General Fund	75	-	-	-	-	-
3400 Other Funds Ltd	36	-	-	-	-	-
6400 Federal Funds Ltd	1,276	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
 2015-17 Biennium
 Early Learning Division

Cross Reference Number: 58100-500-00-00-00000

Description	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
All Funds	1,387	-	-	-	-	-
4400 Dues and Subscriptions						
8000 General Fund	2,394	-	-	-	-	-
3400 Other Funds Ltd	1,789	-	-	-	-	-
6400 Federal Funds Ltd	6,769	-	-	-	-	-
All Funds	10,952	-	-	-	-	-
4425 Facilities Rental and Taxes						
8000 General Fund	94,425	-	-	-	-	-
3400 Other Funds Ltd	62,877	-	-	-	-	-
6400 Federal Funds Ltd	443,642	-	-	-	-	-
All Funds	600,944	-	-	-	-	-
4450 Fuels and Utilities						
8000 General Fund	3,043	-	-	-	-	-
3400 Other Funds Ltd	1,627	-	-	-	-	-
6400 Federal Funds Ltd	10,699	-	-	-	-	-
All Funds	15,369	-	-	-	-	-
4475 Facilities Maintenance						
8000 General Fund	10,885	-	-	-	-	-
3400 Other Funds Ltd	5,632	-	-	-	-	-
6400 Federal Funds Ltd	39,653	-	-	-	-	-
All Funds	56,170	-	-	-	-	-
4525 Medical Services and Supplies						
8000 General Fund	1	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-500-00-00-00000

2015-17 Biennium

Early Learning Division

Description	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
3400 Other Funds Ltd	1	-	-	-	-	-
6400 Federal Funds Ltd	4	-	-	-	-	-
All Funds	6	-	-	-	-	-
4575 Agency Program Related S and S						
6400 Federal Funds Ltd	4,920	-	-	-	-	-
4600 Intra-agency Charges						
3400 Other Funds Ltd	17,772	-	-	-	-	-
6400 Federal Funds Ltd	21,514	-	-	-	-	-
All Funds	39,286	-	-	-	-	-
4650 Other Services and Supplies						
8000 General Fund	2,865	-	-	-	-	-
3400 Other Funds Ltd	1,055	-	-	-	-	-
6400 Federal Funds Ltd	194,725	-	-	-	-	-
All Funds	198,645	-	-	-	-	-
4700 Expendable Prop 250 - 5000						
8000 General Fund	782	-	-	-	-	-
3400 Other Funds Ltd	1,197	-	-	-	-	-
6400 Federal Funds Ltd	11,112	-	-	-	-	-
All Funds	13,091	-	-	-	-	-
4715 IT Expendable Property						
8000 General Fund	25,777	-	-	-	-	-
3400 Other Funds Ltd	17,014	-	-	-	-	-
6400 Federal Funds Ltd	102,182	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
 2015-17 Biennium
 Early Learning Division

Cross Reference Number: 58100-500-00-00-00000

Description	2011-13 Actuals	2013-15 Leg Adopted Budget	2013-15 Leg Approved Budget	2015-17 Agency Request Budget	2015-17 Governor's Budget	2015-17 Leg Adopted Budget
All Funds	144,973	-	-	-	-	-
SERVICES & SUPPLIES						
8000 General Fund	555,251	-	-	-	-	-
3400 Other Funds Ltd	288,029	-	-	-	-	-
6400 Federal Funds Ltd	4,456,332	-	-	-	-	-
TOTAL SERVICES & SUPPLIES	\$5,299,612	-	-	-	-	-
CAPITAL OUTLAY						
5550 Data Processing Software						
6400 Federal Funds Ltd	383	-	-	-	-	-
5600 Data Processing Hardware						
8000 General Fund	109	-	-	-	-	-
3400 Other Funds Ltd	14,899	-	-	-	-	-
6400 Federal Funds Ltd	28	-	-	-	-	-
All Funds	15,036	-	-	-	-	-
5700 Building Structures						
8000 General Fund	20	-	-	-	-	-
3400 Other Funds Ltd	37	-	-	-	-	-
6400 Federal Funds Ltd	109	-	-	-	-	-
All Funds	166	-	-	-	-	-
5900 Other Capital Outlay						
8000 General Fund	206	-	-	-	-	-
CAPITAL OUTLAY						
8000 General Fund	335	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-500-00-00-00000

2015-17 Biennium

Early Learning Division

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3400 Other Funds Ltd	14,936	-	-	-	-	-
6400 Federal Funds Ltd	520	-	-	-	-	-
TOTAL CAPITAL OUTLAY	\$15,791	-	-	-	-	-
SPECIAL PAYMENTS						
6020 Dist to Counties						
6400 Federal Funds Ltd	19,572	-	-	-	-	-
6025 Dist to Other Gov Unit						
3400 Other Funds Ltd	48,715	-	-	-	-	-
6400 Federal Funds Ltd	743,844	2,771,181	2,771,181	2,854,316	2,854,316	-
All Funds	792,559	2,771,181	2,771,181	2,854,316	2,854,316	-
6030 Dist to Non-Gov Units						
8000 General Fund	-	92,389,145	92,389,145	95,160,819	95,160,819	-
3400 Other Funds Ltd	375,034	974,246	974,246	1,003,473	1,003,473	-
6400 Federal Funds Ltd	4,693,633	12,493,814	12,493,814	7,870,183	7,870,183	-
All Funds	5,068,667	105,857,205	105,857,205	104,034,475	104,034,475	-
6035 Dist to Individuals						
6400 Federal Funds Ltd	-	260,524	260,524	268,340	268,340	-
6040 Dist to Local School Districts						
8000 General Fund	-	36,728,087	36,728,087	39,429,930	39,429,930	-
3400 Other Funds Ltd	41,008	-	-	-	-	-
6400 Federal Funds Ltd	1,915,268	1,722,558	1,722,558	1,774,235	1,774,235	-
All Funds	1,956,276	38,450,645	38,450,645	41,204,165	41,204,165	-
6045 Dist to Comm College Districts						

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Early Learning Division

Cross Reference Number: 58100-500-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3400 Other Funds Ltd	483,506	549,164	549,164	565,639	565,639	-
6400 Federal Funds Ltd	2,115,159	63,345	63,345	65,245	65,245	-
All Funds	2,598,665	612,509	612,509	630,884	630,884	-
6085 Other Special Payments						
8000 General Fund	-	30,811,110	30,811,110	41,498,534	128,044,767	-
3400 Other Funds Ltd	7,780	9,229,934	9,229,934	10,936,552	11,348,552	-
6400 Federal Funds Ltd	263,278	5,150,635	9,105,825	17,544,630	17,544,630	-
All Funds	271,058	45,191,679	49,146,869	69,979,716	156,937,949	-
6090 Undistributed (S.P.)						
8000 General Fund	-	(3,222,393)	-	-	-	-
6100 Spc Pmt to Human Svcs, Dept of						
6400 Federal Funds Ltd	108,966,188	107,806,102	110,006,102	98,906,102	98,906,102	-
6443 Spc Pmt to Oregon Health Authority						
8000 General Fund	-	1,191,316	1,191,316	1,227,055	1,096,031	-
6580 Spc Pmt to OR University System						
3400 Other Funds Ltd	622,726	-	-	-	-	-
6400 Federal Funds Ltd	3,939,945	1,278,703	1,278,703	1,317,064	1,317,064	-
All Funds	4,562,671	1,278,703	1,278,703	1,317,064	1,317,064	-
6581 Spc Pmt to Education, Dept of						
6400 Federal Funds Ltd	172,759	-	-	-	-	-
SPECIAL PAYMENTS						
8000 General Fund	-	157,897,265	161,119,658	177,316,338	263,731,547	-
3400 Other Funds Ltd	1,578,769	10,753,344	10,753,344	12,505,664	12,917,664	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-500-00-00-00000

2015-17 Biennium

Early Learning Division

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6400 Federal Funds Ltd	122,829,646	131,546,862	137,702,052	130,600,115	130,600,115	-
TOTAL SPECIAL PAYMENTS	\$124,408,415	\$300,197,471	\$309,575,054	\$320,422,117	\$407,249,326	-
EXPENDITURES						
8000 General Fund	3,232,943	157,897,265	161,119,658	177,316,338	263,731,547	-
3400 Other Funds Ltd	2,971,960	10,753,344	10,753,344	12,505,664	12,917,664	-
6400 Federal Funds Ltd	136,629,046	131,546,862	137,702,052	130,600,115	130,600,115	-
TOTAL EXPENDITURES	\$142,833,949	\$300,197,471	\$309,575,054	\$320,422,117	\$407,249,326	-
REVERSIONS						
9900 Reversions						
8000 General Fund	(1,137)	-	-	-	-	-
ENDING BALANCE						
3400 Other Funds Ltd	161,626	2,538,985	2,538,985	1,269,361	857,361	-
TOTAL ENDING BALANCE	\$161,626	\$2,538,985	\$2,538,985	\$1,269,361	\$857,361	-
AUTHORIZED POSITIONS						
8150 Class/Unclass Positions	80	-	-	-	-	-
TOTAL AUTHORIZED POSITIONS	80	-	-	-	-	-
AUTHORIZED FTE						
8250 Class/Unclass FTE Positions	74.01	-	-	-	-	-
TOTAL AUTHORIZED FTE	74.01	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Youth Development Division

Cross Reference Number: 58100-550-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
BEGINNING BALANCE						
0025 Beginning Balance						
3400 Other Funds Ltd	-	-	-	298,988	298,988	-
0030 Beginning Balance Adjustment						
3400 Other Funds Ltd	-	97,386	97,386	-	-	-
6400 Federal Funds Ltd	-	477,685	477,685	-	-	-
All Funds	-	575,071	575,071	-	-	-
BEGINNING BALANCE						
3400 Other Funds Ltd	-	97,386	97,386	298,988	298,988	-
6400 Federal Funds Ltd	-	477,685	477,685	-	-	-
TOTAL BEGINNING BALANCE	-	\$575,071	\$575,071	\$298,988	\$298,988	-
REVENUE CATEGORIES						
GENERAL FUND APPROPRIATION						
0050 General Fund Appropriation						
8000 General Fund	-	5,634,109	7,349,091	9,844,744	9,844,744	-
OTHER						
0975 Other Revenues						
3400 Other Funds Ltd	-	56,884	56,884	58,684	58,684	-
FEDERAL FUNDS REVENUE						
0995 Federal Funds						
6400 Federal Funds Ltd	-	2,988,046	2,988,046	3,077,687	3,077,687	-
TRANSFERS IN						
1100 Tsfr From Human Svcs, Dept of						

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Youth Development Division

Cross Reference Number: 58100-550-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3400 Other Funds Ltd	-	3,760,514	3,760,514	7,034,081	7,034,081	-
1443 Tsfr From Oregon Health Authority						
3400 Other Funds Ltd	-	3,176,181	3,176,181	-	-	-
TRANSFERS IN						
3400 Other Funds Ltd	-	6,936,695	6,936,695	7,034,081	7,034,081	-
TOTAL TRANSFERS IN	-	\$6,936,695	\$6,936,695	\$7,034,081	\$7,034,081	-
REVENUE CATEGORIES						
8000 General Fund	-	5,634,109	7,349,091	9,844,744	9,844,744	-
3400 Other Funds Ltd	-	6,993,579	6,993,579	7,092,765	7,092,765	-
6400 Federal Funds Ltd	-	2,988,046	2,988,046	3,077,687	3,077,687	-
TOTAL REVENUE CATEGORIES	-	\$15,615,734	\$17,330,716	\$20,015,196	\$20,015,196	-
AVAILABLE REVENUES						
8000 General Fund	-	5,634,109	7,349,091	9,844,744	9,844,744	-
3400 Other Funds Ltd	-	7,090,965	7,090,965	7,391,753	7,391,753	-
6400 Federal Funds Ltd	-	3,465,731	3,465,731	3,077,687	3,077,687	-
TOTAL AVAILABLE REVENUES	-	\$16,190,805	\$17,905,787	\$20,314,184	\$20,314,184	-
EXPENDITURES						
SPECIAL PAYMENTS						
6085 Other Special Payments						
8000 General Fund	-	5,749,091	7,349,091	9,844,744	9,844,744	-
3400 Other Funds Ltd	-	6,791,977	6,791,977	6,368,557	6,368,557	-
6400 Federal Funds Ltd	-	2,988,046	2,988,046	3,077,687	3,077,687	-
All Funds	-	15,529,114	17,129,114	19,290,988	19,290,988	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures
2015-17 Biennium
Youth Development Division

Cross Reference Number: 58100-550-00-00-00000

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
6090 Undistributed (S.P.)						
8000 General Fund	-	(114,982)	-	-	-	-
SPECIAL PAYMENTS						
8000 General Fund	-	5,634,109	7,349,091	9,844,744	9,844,744	-
3400 Other Funds Ltd	-	6,791,977	6,791,977	6,368,557	6,368,557	-
6400 Federal Funds Ltd	-	2,988,046	2,988,046	3,077,687	3,077,687	-
TOTAL SPECIAL PAYMENTS	-	\$15,414,132	\$17,129,114	\$19,290,988	\$19,290,988	-
ENDING BALANCE						
3400 Other Funds Ltd	-	298,988	298,988	1,023,196	1,023,196	-
6400 Federal Funds Ltd	-	477,685	477,685	-	-	-
TOTAL ENDING BALANCE	-	\$776,673	\$776,673	\$1,023,196	\$1,023,196	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-850-00-00-00000

2015-17 Biennium

Debt Related Costs

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
BEGINNING BALANCE						
0025 Beginning Balance						
4430 Lottery Funds Debt Svc Ltd	606	4,857,461	4,857,461	-	-	-
3200 Other Funds Non-Ltd	1	1	1	-	-	-
3430 Other Funds Debt Svc Ltd	2,434,021	2,040,728	2,040,728	-	-	-
All Funds	2,434,628	6,898,190	6,898,190	-	-	-
0030 Beginning Balance Adjustment						
4430 Lottery Funds Debt Svc Ltd	539,547	(4,286,361)	(4,286,361)	-	42,802	-
3200 Other Funds Non-Ltd	(1)	(1)	(1)	-	-	-
3430 Other Funds Debt Svc Ltd	27,117,706	(2,040,728)	(2,040,728)	-	-	-
All Funds	27,657,252	(6,327,090)	(6,327,090)	-	42,802	-
BEGINNING BALANCE						
4430 Lottery Funds Debt Svc Ltd	540,153	571,100	571,100	-	42,802	-
3200 Other Funds Non-Ltd	-	-	-	-	-	-
3430 Other Funds Debt Svc Ltd	29,551,727	-	-	-	-	-
TOTAL BEGINNING BALANCE	\$30,091,880	\$571,100	\$571,100	-	\$42,802	-

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8030 General Fund Debt Svc	-	-	-	-	2,279,529	-
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BOND SALES

0575 Refunding Bonds

3200 Other Funds Non-Ltd	15,413	-	-	-	-	-
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-850-00-00-00000

2015-17 Biennium

Debt Related Costs

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-
All Funds	2,770,238	-	-	-	-	-
INTEREST EARNINGS						
0605 Interest Income						
3430 Other Funds Debt Svc Ltd	1,990,453	-	-	-	-	-
TRANSFERS IN						
1107 Tsfr From Administrative Svcs						
4430 Lottery Funds Debt Svc Ltd	53,620,364	41,916,517	41,373,517	1,434,927	1,392,125	-
REVENUE CATEGORIES						
8030 General Fund Debt Svc	-	-	-	-	2,279,529	-
4430 Lottery Funds Debt Svc Ltd	53,620,364	41,916,517	41,373,517	1,434,927	1,392,125	-
3200 Other Funds Non-Ltd	15,413	-	-	-	-	-
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-
3430 Other Funds Debt Svc Ltd	1,990,453	-	-	-	-	-
TOTAL REVENUE CATEGORIES	\$58,381,055	\$41,916,517	\$41,373,517	\$1,434,927	\$3,671,654	-
TRANSFERS OUT						
2107 Tsfr To Administrative Svcs						
3430 Other Funds Debt Svc Ltd	(29,029,243)	-	-	-	-	-
AVAILABLE REVENUES						
8030 General Fund Debt Svc	-	-	-	-	2,279,529	-
4430 Lottery Funds Debt Svc Ltd	54,160,517	42,487,617	41,944,617	1,434,927	1,434,927	-
3200 Other Funds Non-Ltd	15,413	-	-	-	-	-
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-850-00-00-00000

2015-17 Biennium

Debt Related Costs

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3430 Other Funds Debt Svc Ltd	2,512,937	-	-	-	-	-
TOTAL AVAILABLE REVENUES	\$59,443,692	\$42,487,617	\$41,944,617	\$1,434,927	\$3,714,456	-
EXPENDITURES						
SERVICES & SUPPLIES						
4650 Other Services and Supplies						
3200 Other Funds Non-Ltd	15,413	-	-	-	-	-
DEBT SERVICE						
7050 Pmt To Ret Bond Escrow						
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-
7100 Principal - Bonds						
8030 General Fund Debt Svc	-	-	-	-	1,520,000	-
4430 Lottery Funds Debt Svc Ltd	48,715,134	39,692,386	39,692,386	-	-	-
3430 Other Funds Debt Svc Ltd	362,596	-	-	-	-	-
All Funds	49,077,730	39,692,386	39,692,386	-	1,520,000	-
7150 Interest - Bonds						
8030 General Fund Debt Svc	-	-	-	-	759,529	-
4430 Lottery Funds Debt Svc Ltd	5,445,383	2,678,690	2,678,690	1,434,927	1,434,927	-
3430 Other Funds Debt Svc Ltd	2,150,341	-	-	-	-	-
All Funds	7,595,724	2,678,690	2,678,690	1,434,927	2,194,456	-
DEBT SERVICE						
8030 General Fund Debt Svc	-	-	-	-	2,279,529	-
4430 Lottery Funds Debt Svc Ltd	54,160,517	42,371,076	42,371,076	1,434,927	1,434,927	-
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-850-00-00-00000

2015-17 Biennium

Debt Related Costs

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3430 Other Funds Debt Svc Ltd	2,512,937	-	-	-	-	-
TOTAL DEBT SERVICE	\$59,428,279	\$42,371,076	\$42,371,076	\$1,434,927	\$3,714,456	-
EXPENDITURES						
8030 General Fund Debt Svc	-	-	-	-	2,279,529	-
4430 Lottery Funds Debt Svc Ltd	54,160,517	42,371,076	42,371,076	1,434,927	1,434,927	-
3200 Other Funds Non-Ltd	15,413	-	-	-	-	-
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-
3430 Other Funds Debt Svc Ltd	2,512,937	-	-	-	-	-
TOTAL EXPENDITURES	\$59,443,692	\$42,371,076	\$42,371,076	\$1,434,927	\$3,714,456	-
ENDING BALANCE						
4430 Lottery Funds Debt Svc Ltd	-	116,541	(426,459)	-	-	-
TOTAL ENDING BALANCE	-	\$116,541	(\$426,459)	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-850-71-00-00000

2015-17 Biennium

Debt Service Costs

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
BEGINNING BALANCE						
0025 Beginning Balance						
4430 Lottery Funds Debt Svc Ltd	606	4,857,461	4,857,461	-	-	-
3200 Other Funds Non-Ltd	1	1	1	-	-	-
3430 Other Funds Debt Svc Ltd	2,434,021	2,040,728	2,040,728	-	-	-
All Funds	2,434,628	6,898,190	6,898,190	-	-	-
0030 Beginning Balance Adjustment						
4430 Lottery Funds Debt Svc Ltd	539,547	(4,286,361)	(4,286,361)	-	42,802	-
3200 Other Funds Non-Ltd	(1)	(1)	(1)	-	-	-
3430 Other Funds Debt Svc Ltd	27,117,706	(2,040,728)	(2,040,728)	-	-	-
All Funds	27,657,252	(6,327,090)	(6,327,090)	-	42,802	-
BEGINNING BALANCE						
4430 Lottery Funds Debt Svc Ltd	540,153	571,100	571,100	-	42,802	-
3200 Other Funds Non-Ltd	-	-	-	-	-	-
3430 Other Funds Debt Svc Ltd	29,551,727	-	-	-	-	-
TOTAL BEGINNING BALANCE	\$30,091,880	\$571,100	\$571,100	-	\$42,802	-

REVENUE CATEGORIES

GENERAL FUND APPROPRIATION

0050 General Fund Appropriation

8030 General Fund Debt Svc	-	-	-	-	2,279,529	-
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BOND SALES

0575 Refunding Bonds

3200 Other Funds Non-Ltd	15,413	-	-	-	-	-
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OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-850-71-00-00000

2015-17 Biennium

Debt Service Costs

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-
All Funds	2,770,238	-	-	-	-	-
INTEREST EARNINGS						
0605 Interest Income						
3430 Other Funds Debt Svc Ltd	1,990,453	-	-	-	-	-
TRANSFERS IN						
1107 Tsfr From Administrative Svcs						
4430 Lottery Funds Debt Svc Ltd	53,620,364	41,916,517	41,373,517	1,434,927	1,392,125	-
REVENUE CATEGORIES						
8030 General Fund Debt Svc	-	-	-	-	2,279,529	-
4430 Lottery Funds Debt Svc Ltd	53,620,364	41,916,517	41,373,517	1,434,927	1,392,125	-
3200 Other Funds Non-Ltd	15,413	-	-	-	-	-
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-
3430 Other Funds Debt Svc Ltd	1,990,453	-	-	-	-	-
TOTAL REVENUE CATEGORIES	\$58,381,055	\$41,916,517	\$41,373,517	\$1,434,927	\$3,671,654	-
TRANSFERS OUT						
2107 Tsfr To Administrative Svcs						
3430 Other Funds Debt Svc Ltd	(29,029,243)	-	-	-	-	-
AVAILABLE REVENUES						
8030 General Fund Debt Svc	-	-	-	-	2,279,529	-
4430 Lottery Funds Debt Svc Ltd	54,160,517	42,487,617	41,944,617	1,434,927	1,434,927	-
3200 Other Funds Non-Ltd	15,413	-	-	-	-	-
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-850-71-00-00000

2015-17 Biennium

Debt Service Costs

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3430 Other Funds Debt Svc Ltd	2,512,937	-	-	-	-	-
TOTAL AVAILABLE REVENUES	\$59,443,692	\$42,487,617	\$41,944,617	\$1,434,927	\$3,714,456	-
EXPENDITURES						
SERVICES & SUPPLIES						
4650 Other Services and Supplies						
3200 Other Funds Non-Ltd	15,413	-	-	-	-	-
DEBT SERVICE						
7050 Pmt To Ret Bond Escrow						
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-
7100 Principal - Bonds						
8030 General Fund Debt Svc	-	-	-	-	1,520,000	-
4430 Lottery Funds Debt Svc Ltd	48,715,134	39,692,386	39,692,386	-	-	-
3430 Other Funds Debt Svc Ltd	362,596	-	-	-	-	-
All Funds	49,077,730	39,692,386	39,692,386	-	1,520,000	-
7150 Interest - Bonds						
8030 General Fund Debt Svc	-	-	-	-	759,529	-
4430 Lottery Funds Debt Svc Ltd	5,445,383	2,678,690	2,678,690	1,434,927	1,434,927	-
3430 Other Funds Debt Svc Ltd	2,150,341	-	-	-	-	-
All Funds	7,595,724	2,678,690	2,678,690	1,434,927	2,194,456	-
DEBT SERVICE						
8030 General Fund Debt Svc	-	-	-	-	2,279,529	-
4430 Lottery Funds Debt Svc Ltd	54,160,517	42,371,076	42,371,076	1,434,927	1,434,927	-
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Agency Number: 58100

Budget Support - Detail Revenues and Expenditures

Cross Reference Number: 58100-850-71-00-00000

2015-17 Biennium

Debt Service Costs

<i>Description</i>	<i>2011-13 Actuals</i>	<i>2013-15 Leg Adopted Budget</i>	<i>2013-15 Leg Approved Budget</i>	<i>2015-17 Agency Request Budget</i>	<i>2015-17 Governor's Budget</i>	<i>2015-17 Leg Adopted Budget</i>
3430 Other Funds Debt Svc Ltd	2,512,937	-	-	-	-	-
TOTAL DEBT SERVICE	\$59,428,279	\$42,371,076	\$42,371,076	\$1,434,927	\$3,714,456	-
EXPENDITURES						
8030 General Fund Debt Svc	-	-	-	-	2,279,529	-
4430 Lottery Funds Debt Svc Ltd	54,160,517	42,371,076	42,371,076	1,434,927	1,434,927	-
3200 Other Funds Non-Ltd	15,413	-	-	-	-	-
3230 Other Funds Debt Svc Non-Ltd	2,754,825	-	-	-	-	-
3430 Other Funds Debt Svc Ltd	2,512,937	-	-	-	-	-
TOTAL EXPENDITURES	\$59,443,692	\$42,371,076	\$42,371,076	\$1,434,927	\$3,714,456	-
ENDING BALANCE						
4430 Lottery Funds Debt Svc Ltd	-	116,541	(426,459)	-	-	-
TOTAL ENDING BALANCE	-	\$116,541	(\$426,459)	-	-	-

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

**Summary Cross Reference Listing and Packages
2015-17 Biennium**

Agency Number: 58100

BAM Analyst: Pearson, Lisa

Budget Coordinator: Flores, Tomas - (503)947-5753

Cross Reference Number	Cross Reference Description	Package Number	Priority	Package Description	Package Group
100-00-00-00000	Department Operations	010	0	Non-PICS Psnl Svc / Vacancy Factor	Essential Packages
100-00-00-00000	Department Operations	021	0	Phase-in	Essential Packages
100-00-00-00000	Department Operations	022	0	Phase-out Pgm & One-time Costs	Essential Packages
100-00-00-00000	Department Operations	031	0	Standard Inflation	Essential Packages
100-00-00-00000	Department Operations	032	0	Above Standard Inflation	Essential Packages
100-00-00-00000	Department Operations	033	0	Exceptional Inflation	Essential Packages
100-00-00-00000	Department Operations	050	0	Fundshifts	Essential Packages
100-00-00-00000	Department Operations	060	0	Technical Adjustments	Essential Packages
100-00-00-00000	Department Operations	081	0	September 2014 E-Board	Policy Packages
100-00-00-00000	Department Operations	090	0	Analyst Adjustments	Policy Packages
100-00-00-00000	Department Operations	101	0	School & District Turnaround Model	Policy Packages
100-00-00-00000	Department Operations	102	0	K to Grade 3 Literacy	Policy Packages
100-00-00-00000	Department Operations	103	0	Spanish Assessments K-8	Policy Packages
100-00-00-00000	Department Operations	105	0	Instructional Materials	Policy Packages
100-00-00-00000	Department Operations	106	0	Facilities Expansion	Policy Packages
100-00-00-00000	Department Operations	107	0	Position Cleanup 2015	Policy Packages
100-00-00-00000	Department Operations	108	0	Native American Education Enhancement	Policy Packages
100-00-00-00000	Department Operations	109	0	Deputy Supt Office Reorg	Policy Packages
100-00-00-00000	Department Operations	112	0	Early Learning Division Support and Rule-making	Policy Packages
100-00-00-00000	Department Operations	144	0	PE fund shift to GF	Policy Packages
100-00-00-00000	Department Operations	145	0	College & Career CTE	Policy Packages
100-00-00-00000	Department Operations	146	0	College & Career NQTL	Policy Packages

01/21/15
1:05 PM

Page 1 of 9

Summary Cross Reference Listing and Packages
BSU-003A

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

**Summary Cross Reference Listing and Packages
2015-17 Biennium**

Agency Number: 58100

BAM Analyst: Pearson, Lisa

Budget Coordinator: Flores, Tomas - (503)947-5753

Cross Reference Number	Cross Reference Description	Package Number	Priority	Package Description	Package Group
100-00-00-00000	Department Operations	147	0	College & Career Math/HS	Policy Packages
100-00-00-00000	Department Operations	148	0	Equity/Collective Impact/Poverty	Policy Packages
100-00-00-00000	Department Operations	150	0	YDD Youth & Community Grant Development	Policy Packages
100-00-00-00000	Department Operations	151	0	YDD Position Cleanup	Policy Packages
100-00-00-00000	Department Operations	160	0	Age 0 to Grade 3	Policy Packages
100-00-00-00000	Department Operations	161	0	Age 0 to Grade 3 Kicker	Policy Packages
100-00-00-00000	Department Operations	165	0	Longitudinal DB	Policy Packages
100-00-00-00000	Department Operations	170	0	Statewide Lottery Balance	Policy Packages
100-00-00-00000	Department Operations	189	0	Community Innovation Center	Policy Packages
100-00-00-00000	Department Operations	198	0	Early Learn Regional Coord	Policy Packages
100-00-00-00000	Department Operations	200	0	EL Quality Assurance & Improvement	Policy Packages
100-00-00-00000	Department Operations	201	0	Child Care Tax Credit Extension	Policy Packages
100-00-00-00000	Department Operations	203	0	Birth to Three Years	Policy Packages
100-00-00-00000	Department Operations	204	0	Early Years to Early Grades	Policy Packages
200-00-00-00000	OSD	010	0	Non-PICS Psnl Svc / Vacancy Factor	Essential Packages
200-00-00-00000	OSD	021	0	Phase-in	Essential Packages
200-00-00-00000	OSD	022	0	Phase-out Pgm & One-time Costs	Essential Packages
200-00-00-00000	OSD	031	0	Standard Inflation	Essential Packages
200-00-00-00000	OSD	032	0	Above Standard Inflation	Essential Packages
200-00-00-00000	OSD	033	0	Exceptional Inflation	Essential Packages
200-00-00-00000	OSD	081	0	September 2014 E-Board	Policy Packages
200-00-00-00000	OSD	090	0	Analyst Adjustments	Policy Packages

01/21/15
1:05 PM

Page 2 of 9

Summary Cross Reference Listing and Packages

BSU-003A

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

**Summary Cross Reference Listing and Packages
2015-17 Biennium**

Agency Number: 58100

BAM Analyst: Pearson, Lisa

Budget Coordinator: Flores, Tomas - (503)947-5753

Cross Reference Number	Cross Reference Description	Package Number	Priority	Package Description	Package Group
200-00-00-00000	OSD	107	0	Position Cleanup 2015	Policy Packages
200-00-00-00000	OSD	144	0	PE fund shift to GF	Policy Packages
200-00-00-00000	OSD	145	0	College & Career CTE	Policy Packages
200-00-00-00000	OSD	146	0	College & Career NQTL	Policy Packages
200-00-00-00000	OSD	147	0	College & Career Math/HS	Policy Packages
200-00-00-00000	OSD	148	0	Equity/Collective Impact/Poverty	Policy Packages
200-00-00-00000	OSD	160	0	Age 0 to Grade 3	Policy Packages
200-00-00-00000	OSD	161	0	Age 0 to Grade 3 Kicker	Policy Packages
200-00-00-00000	OSD	165	0	Longitudinal DB	Policy Packages
200-00-00-00000	OSD	170	0	Statewide Lottery Balance	Policy Packages
250-00-00-00000	Youth Corrections Educational Program	010	0	Non-PICS Psnl Svc / Vacancy Factor	Essential Packages
250-00-00-00000	Youth Corrections Educational Program	021	0	Phase-in	Essential Packages
250-00-00-00000	Youth Corrections Educational Program	022	0	Phase-out Pgm & One-time Costs	Essential Packages
250-00-00-00000	Youth Corrections Educational Program	031	0	Standard Inflation	Essential Packages
250-00-00-00000	Youth Corrections Educational Program	032	0	Above Standard Inflation	Essential Packages
250-00-00-00000	Youth Corrections Educational Program	033	0	Exceptional Inflation	Essential Packages
250-00-00-00000	Youth Corrections Educational Program	081	0	September 2014 E-Board	Policy Packages
250-00-00-00000	Youth Corrections Educational Program	090	0	Analyst Adjustments	Policy Packages
250-00-00-00000	Youth Corrections Educational Program	111	0	YCEP Tech Adjustments	Policy Packages
250-00-00-00000	Youth Corrections Educational Program	144	0	PE fund shift to GF	Policy Packages
250-00-00-00000	Youth Corrections Educational Program	145	0	College & Career CTE	Policy Packages
250-00-00-00000	Youth Corrections Educational Program	146	0	College & Career NQTL	Policy Packages

01/21/15
1:05 PM

Page 3 of 9

Summary Cross Reference Listing and Packages

BSU-003A

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

**Summary Cross Reference Listing and Packages
2015-17 Biennium**

Agency Number: 58100

BAM Analyst: Pearson, Lisa

Budget Coordinator: Flores, Tomas - (503)947-5753

Cross Reference Number	Cross Reference Description	Package Number	Priority	Package Description	Package Group
250-00-00-00000	Youth Corrections Educational Program	147	0	College & Career Math/HS	Policy Packages
250-00-00-00000	Youth Corrections Educational Program	148	0	Equity/Collective Impact/Poverty	Policy Packages
250-00-00-00000	Youth Corrections Educational Program	160	0	Age 0 to Grade 3	Policy Packages
250-00-00-00000	Youth Corrections Educational Program	161	0	Age 0 to Grade 3 Kicker	Policy Packages
250-00-00-00000	Youth Corrections Educational Program	165	0	Longitudinal DB	Policy Packages
250-00-00-00000	Youth Corrections Educational Program	170	0	Statewide Lottery Balance	Policy Packages
300-00-00-00000	Grant - In - Aid and District Supports	010	0	Non-PICS Psnl Svc / Vacancy Factor	Essential Packages
300-00-00-00000	Grant - In - Aid and District Supports	021	0	Phase-in	Essential Packages
300-00-00-00000	Grant - In - Aid and District Supports	022	0	Phase-out Pgm & One-time Costs	Essential Packages
300-00-00-00000	Grant - In - Aid and District Supports	031	0	Standard Inflation	Essential Packages
300-00-00-00000	Grant - In - Aid and District Supports	032	0	Above Standard Inflation	Essential Packages
300-00-00-00000	Grant - In - Aid and District Supports	033	0	Exceptional Inflation	Essential Packages
300-00-00-00000	Grant - In - Aid and District Supports	040	0	Mandated Caseload	Essential Packages
300-00-00-00000	Grant - In - Aid and District Supports	050	0	Fundshifts	Essential Packages
300-00-00-00000	Grant - In - Aid and District Supports	060	0	Technical Adjustments	Essential Packages
300-00-00-00000	Grant - In - Aid and District Supports	081	0	September 2014 E-Board	Policy Packages
300-00-00-00000	Grant - In - Aid and District Supports	090	0	Analyst Adjustments	Policy Packages
300-00-00-00000	Grant - In - Aid and District Supports	101	0	School & District Turnaround Model	Policy Packages
300-00-00-00000	Grant - In - Aid and District Supports	102	0	K to Grade 3 Literacy	Policy Packages
300-00-00-00000	Grant - In - Aid and District Supports	144	0	PE fund shift to GF	Policy Packages
300-00-00-00000	Grant - In - Aid and District Supports	145	0	College & Career CTE	Policy Packages
300-00-00-00000	Grant - In - Aid and District Supports	146	0	College & Career NQTL	Policy Packages

01/21/15
1:05 PM

Page 4 of 9

Summary Cross Reference Listing and Packages

BSU-003A

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

**Summary Cross Reference Listing and Packages
2015-17 Biennium**

Agency Number: 58100

BAM Analyst: Pearson, Lisa

Budget Coordinator: Flores, Tomas - (503)947-5753

Cross Reference Number	Cross Reference Description	Package Number	Priority	Package Description	Package Group
300-00-00-00000	Grant - In - Aid and District Supports	147	0	College & Career Math/HS	Policy Packages
300-00-00-00000	Grant - In - Aid and District Supports	148	0	Equity/Collective Impact/Poverty	Policy Packages
300-00-00-00000	Grant - In - Aid and District Supports	149	0	Tell Survey to OEIB	Policy Packages
300-00-00-00000	Grant - In - Aid and District Supports	160	0	Age 0 to Grade 3	Policy Packages
300-00-00-00000	Grant - In - Aid and District Supports	161	0	Age 0 to Grade 3 Kicker	Policy Packages
300-00-00-00000	Grant - In - Aid and District Supports	165	0	Longitudinal DB	Policy Packages
300-00-00-00000	Grant - In - Aid and District Supports	170	0	Statewide Lottery Balance	Policy Packages
400-00-00-00000	School Funding	010	0	Non-PICS Psnl Svc / Vacancy Factor	Essential Packages
400-00-00-00000	School Funding	021	0	Phase-in	Essential Packages
400-00-00-00000	School Funding	022	0	Phase-out Pgm & One-time Costs	Essential Packages
400-00-00-00000	School Funding	031	0	Standard Inflation	Essential Packages
400-00-00-00000	School Funding	032	0	Above Standard Inflation	Essential Packages
400-00-00-00000	School Funding	033	0	Exceptional Inflation	Essential Packages
400-00-00-00000	School Funding	040	0	Mandated Caseload	Essential Packages
400-00-00-00000	School Funding	050	0	Fundshifts	Essential Packages
400-00-00-00000	School Funding	081	0	September 2014 E-Board	Policy Packages
400-00-00-00000	School Funding	090	0	Analyst Adjustments	Policy Packages
400-00-00-00000	School Funding	102	0	K to Grade 3 Literacy	Policy Packages
400-00-00-00000	School Funding	110	0	SSF HB5101 (2013)	Policy Packages
400-00-00-00000	School Funding	144	0	PE fund shift to GF	Policy Packages
400-00-00-00000	School Funding	145	0	College & Career CTE	Policy Packages
400-00-00-00000	School Funding	146	0	College & Career NQTL	Policy Packages

01/21/15
1:05 PM

Page 5 of 9

Summary Cross Reference Listing and Packages

BSU-003A

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

**Summary Cross Reference Listing and Packages
2015-17 Biennium**

Agency Number: 58100

BAM Analyst: Pearson, Lisa

Budget Coordinator: Flores, Tomas - (503)947-5753

Cross Reference Number	Cross Reference Description	Package Number	Priority	Package Description	Package Group
400-00-00-00000	School Funding	147	0	College & Career Math/HS	Policy Packages
400-00-00-00000	School Funding	148	0	Equity/Collective Impact/Poverty	Policy Packages
400-00-00-00000	School Funding	160	0	Age 0 to Grade 3	Policy Packages
400-00-00-00000	School Funding	161	0	Age 0 to Grade 3 Kicker	Policy Packages
400-00-00-00000	School Funding	165	0	Longitudinal DB	Policy Packages
400-00-00-00000	School Funding	170	0	Statewide Lottery Balance	Policy Packages
450-00-00-00000	Common School Fund	010	0	Non-PICS Psnl Svc / Vacancy Factor	Essential Packages
450-00-00-00000	Common School Fund	021	0	Phase-in	Essential Packages
450-00-00-00000	Common School Fund	022	0	Phase-out Pgm & One-time Costs	Essential Packages
450-00-00-00000	Common School Fund	031	0	Standard Inflation	Essential Packages
450-00-00-00000	Common School Fund	032	0	Above Standard Inflation	Essential Packages
450-00-00-00000	Common School Fund	033	0	Exceptional Inflation	Essential Packages
450-00-00-00000	Common School Fund	081	0	September 2014 E-Board	Policy Packages
450-00-00-00000	Common School Fund	090	0	Analyst Adjustments	Policy Packages
450-00-00-00000	Common School Fund	144	0	PE fund shift to GF	Policy Packages
450-00-00-00000	Common School Fund	145	0	College & Career CTE	Policy Packages
450-00-00-00000	Common School Fund	146	0	College & Career NQTL	Policy Packages
450-00-00-00000	Common School Fund	147	0	College & Career Math/HS	Policy Packages
450-00-00-00000	Common School Fund	148	0	Equity/Collective Impact/Poverty	Policy Packages
450-00-00-00000	Common School Fund	160	0	Age 0 to Grade 3	Policy Packages
450-00-00-00000	Common School Fund	161	0	Age 0 to Grade 3 Kicker	Policy Packages
450-00-00-00000	Common School Fund	165	0	Longitudinal DB	Policy Packages

01/21/15
1:05 PM

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

**Summary Cross Reference Listing and Packages
2015-17 Biennium**

**Agency Number: 58100
BAM Analyst: Pearson, Lisa
Budget Coordinator: Flores, Tomas - (503)947-5753**

Cross Reference Number	Cross Reference Description	Package Number	Priority	Package Description	Package Group
450-00-00-00000	Common School Fund	170	0	Statewide Lottery Balance	Policy Packages
500-00-00-00000	Early Learning Division	010	0	Non-PICS Psnl Svc / Vacancy Factor	Essential Packages
500-00-00-00000	Early Learning Division	021	0	Phase-in	Essential Packages
500-00-00-00000	Early Learning Division	022	0	Phase-out Pgm & One-time Costs	Essential Packages
500-00-00-00000	Early Learning Division	031	0	Standard Inflation	Essential Packages
500-00-00-00000	Early Learning Division	032	0	Above Standard Inflation	Essential Packages
500-00-00-00000	Early Learning Division	033	0	Exceptional Inflation	Essential Packages
500-00-00-00000	Early Learning Division	060	0	Technical Adjustments	Essential Packages
500-00-00-00000	Early Learning Division	070	0	Revenue Shortfalls	Policy Packages
500-00-00-00000	Early Learning Division	081	0	September 2014 E-Board	Policy Packages
500-00-00-00000	Early Learning Division	090	0	Analyst Adjustments	Policy Packages
500-00-00-00000	Early Learning Division	144	0	PE fund shift to GF	Policy Packages
500-00-00-00000	Early Learning Division	145	0	College & Career CTE	Policy Packages
500-00-00-00000	Early Learning Division	146	0	College & Career NQTL	Policy Packages
500-00-00-00000	Early Learning Division	147	0	College & Career Math/HS	Policy Packages
500-00-00-00000	Early Learning Division	148	0	Equity/Collective Impact/Poverty	Policy Packages
500-00-00-00000	Early Learning Division	150	0	YDD Youth & Community Grant Development	Policy Packages
500-00-00-00000	Early Learning Division	152	0	Title XX Backfill	Policy Packages
500-00-00-00000	Early Learning Division	160	0	Age 0 to Grade 3	Policy Packages
500-00-00-00000	Early Learning Division	161	0	Age 0 to Grade 3 Kicker	Policy Packages
500-00-00-00000	Early Learning Division	165	0	Longitudinal DB	Policy Packages
500-00-00-00000	Early Learning Division	170	0	Statewide Lottery Balance	Policy Packages

01/21/15
1:05 PM

Page 7 of 9

Summary Cross Reference Listing and Packages
BSU-003A

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

**Summary Cross Reference Listing and Packages
2015-17 Biennium**

Agency Number: 58100

BAM Analyst: Pearson, Lisa

Budget Coordinator: Flores, Tomas - (503)947-5753

Cross Reference Number	Cross Reference Description	Package Number	Priority	Package Description	Package Group
500-00-00-00000	Early Learning Division	200	0	EL Quality Assurance & Improvement	Policy Packages
500-00-00-00000	Early Learning Division	203	0	Birth to Three Years	Policy Packages
500-00-00-00000	Early Learning Division	204	0	Early Years to Early Grades	Policy Packages
550-00-00-00000	Youth Development Division	010	0	Non-PICS Psnl Svc / Vacancy Factor	Essential Packages
550-00-00-00000	Youth Development Division	021	0	Phase-in	Essential Packages
550-00-00-00000	Youth Development Division	022	0	Phase-out Pgm & One-time Costs	Essential Packages
550-00-00-00000	Youth Development Division	031	0	Standard Inflation	Essential Packages
550-00-00-00000	Youth Development Division	032	0	Above Standard Inflation	Essential Packages
550-00-00-00000	Youth Development Division	033	0	Exceptional Inflation	Essential Packages
550-00-00-00000	Youth Development Division	070	0	Revenue Shortfalls	Policy Packages
550-00-00-00000	Youth Development Division	081	0	September 2014 E-Board	Policy Packages
550-00-00-00000	Youth Development Division	090	0	Analyst Adjustments	Policy Packages
550-00-00-00000	Youth Development Division	144	0	PE fund shift to GF	Policy Packages
550-00-00-00000	Youth Development Division	145	0	College & Career CTE	Policy Packages
550-00-00-00000	Youth Development Division	146	0	College & Career NQTL	Policy Packages
550-00-00-00000	Youth Development Division	147	0	College & Career Math/HS	Policy Packages
550-00-00-00000	Youth Development Division	148	0	Equity/Collective Impact/Poverty	Policy Packages
550-00-00-00000	Youth Development Division	150	0	YDD Youth & Community Grant Development	Policy Packages
550-00-00-00000	Youth Development Division	151	0	YDD Position Cleanup	Policy Packages
550-00-00-00000	Youth Development Division	152	0	Title XX Backfill	Policy Packages
550-00-00-00000	Youth Development Division	160	0	Age 0 to Grade 3	Policy Packages
550-00-00-00000	Youth Development Division	161	0	Age 0 to Grade 3 Kicker	Policy Packages

01/21/15
1:05 PM

Page 8 of 9

Summary Cross Reference Listing and Packages

BSU-003A

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

**Summary Cross Reference Listing and Packages
2015-17 Biennium**

Agency Number: 58100

BAM Analyst: Pearson, Lisa

Budget Coordinator: Flores, Tomas - (503)947-5753

Cross Reference Number	Cross Reference Description	Package Number	Priority	Package Description	Package Group
550-00-00-00000	Youth Development Division	165	0	Longitudinal DB	Policy Packages
550-00-00-00000	Youth Development Division	170	0	Statewide Lottery Balance	Policy Packages
550-00-00-00000	Youth Development Division	200	0	EL Quality Assurance & Improvement	Policy Packages
550-00-00-00000	Youth Development Division	201	0	Child Care Tax Credit Extension	Policy Packages
850-71-00-00000	Debt Service Costs	010	0	Non-PICS Psnl Svc / Vacancy Factor	Essential Packages
850-71-00-00000	Debt Service Costs	021	0	Phase-in	Essential Packages
850-71-00-00000	Debt Service Costs	022	0	Phase-out Pgm & One-time Costs	Essential Packages
850-71-00-00000	Debt Service Costs	031	0	Standard Inflation	Essential Packages
850-71-00-00000	Debt Service Costs	032	0	Above Standard Inflation	Essential Packages
850-71-00-00000	Debt Service Costs	033	0	Exceptional Inflation	Essential Packages
850-71-00-00000	Debt Service Costs	081	0	September 2014 E-Board	Policy Packages
850-71-00-00000	Debt Service Costs	090	0	Analyst Adjustments	Policy Packages
850-71-00-00000	Debt Service Costs	144	0	PE fund shift to GF	Policy Packages
850-71-00-00000	Debt Service Costs	145	0	College & Career CTE	Policy Packages
850-71-00-00000	Debt Service Costs	146	0	College & Career NQTL	Policy Packages
850-71-00-00000	Debt Service Costs	147	0	College & Career Math/HS	Policy Packages
850-71-00-00000	Debt Service Costs	148	0	Equity/Collective Impact/Poverty	Policy Packages
850-71-00-00000	Debt Service Costs	160	0	Age 0 to Grade 3	Policy Packages
850-71-00-00000	Debt Service Costs	161	0	Age 0 to Grade 3 Kicker	Policy Packages
850-71-00-00000	Debt Service Costs	165	0	Longitudinal DB	Policy Packages
850-71-00-00000	Debt Service Costs	170	0	Statewide Lottery Balance	Policy Packages

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

**Policy Package List by Priority
2015-17 Biennium**

Agency Number: 58100

BAM Analyst: Pearson, Lisa

Budget Coordinator: Flores, Tomas - (503)947-5753

<i>Priority</i>	<i>Policy Pkg Number</i>	<i>Policy Pkg Description</i>	<i>Summary Cross Reference Number</i>	<i>Cross Reference Description</i>
0	070	Revenue Shortfalls	500-00-00-00000	Early Learning Division
			550-00-00-00000	Youth Development Division
	081	September 2014 E-Board	100-00-00-00000	Department Operations
			200-00-00-00000	OSD
			250-00-00-00000	Youth Corrections Educational Program
			300-00-00-00000	Grant - In - Aid and District Supports
			400-00-00-00000	School Funding
			450-00-00-00000	Common School Fund
			500-00-00-00000	Early Learning Division
			550-00-00-00000	Youth Development Division
			850-71-00-00000	Debt Service Costs
			090	Analyst Adjustments
	200-00-00-00000	OSD		
	250-00-00-00000	Youth Corrections Educational Program		
	300-00-00-00000	Grant - In - Aid and District Supports		
	400-00-00-00000	School Funding		
	450-00-00-00000	Common School Fund		
	500-00-00-00000	Early Learning Division		
	550-00-00-00000	Youth Development Division		
	101	School & District Turnaround Model	100-00-00-00000	Department Operations
300-00-00-00000			Grant - In - Aid and District Supports	
102	K to Grade 3 Literacy	100-00-00-00000	Department Operations	

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

**Policy Package List by Priority
2015-17 Biennium**

Agency Number: 58100

BAM Analyst: Pearson, Lisa

Budget Coordinator: Flores, Tomas - (503)947-5753

<i>Priority</i>	<i>Policy Pkg Number</i>	<i>Policy Pkg Description</i>	<i>Summary Cross Reference Number</i>	<i>Cross Reference Description</i>
0	102	K to Grade 3 Literacy	300-00-00-00000	Grant - In - Aid and District Supports
			400-00-00-00000	School Funding
	103	Spanish Assessments K-8	100-00-00-00000	Department Operations
	105	Instructional Materials	100-00-00-00000	Department Operations
	106	Facilities Expansion	100-00-00-00000	Department Operations
	107	Position Cleanup 2015	100-00-00-00000	Department Operations
			200-00-00-00000	OSD
	108	Native American Education Enhancement	100-00-00-00000	Department Operations
	109	Deputy Supt Office Reorg	100-00-00-00000	Department Operations
	110	SSF HB5101 (2013)	400-00-00-00000	School Funding
	111	YCEP Tech Adjustments	250-00-00-00000	Youth Corrections Educational Program
	112	Early Learning Division Support and Rule-mak	100-00-00-00000	Department Operations
	144	PE fund shift to GF	100-00-00-00000	Department Operations
			200-00-00-00000	OSD
			250-00-00-00000	Youth Corrections Educational Program
			300-00-00-00000	Grant - In - Aid and District Supports
			400-00-00-00000	School Funding
			450-00-00-00000	Common School Fund
			500-00-00-00000	Early Learning Division
			550-00-00-00000	Youth Development Division
850-71-00-00000			Debt Service Costs	
145			College & Career CTE	100-00-00-00000
	200-00-00-00000	OSD		

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

**Policy Package List by Priority
2015-17 Biennium**

Agency Number: 58100

BAM Analyst: Pearson, Lisa

Budget Coordinator: Flores, Tomas - (503)947-5753

<i>Priority</i>	<i>Policy Pkg Number</i>	<i>Policy Pkg Description</i>	<i>Summary Cross Reference Number</i>	<i>Cross Reference Description</i>		
0	145	College & Career CTE	250-00-00-00000	Youth Corrections Educational Program		
			300-00-00-00000	Grant - In - Aid and District Supports		
			400-00-00-00000	School Funding		
			450-00-00-00000	Common School Fund		
			500-00-00-00000	Early Learning Division		
			550-00-00-00000	Youth Development Division		
			850-71-00-00000	Debt Service Costs		
			146	College & Career NQTL	100-00-00-00000	Department Operations
					200-00-00-00000	OSD
	250-00-00-00000	Youth Corrections Educational Program				
	300-00-00-00000	Grant - In - Aid and District Supports				
	400-00-00-00000	School Funding				
	450-00-00-00000	Common School Fund				
	500-00-00-00000	Early Learning Division				
	550-00-00-00000	Youth Development Division				
	850-71-00-00000	Debt Service Costs				
	147	College & Career Math/HS	100-00-00-00000	Department Operations		
			200-00-00-00000	OSD		
			250-00-00-00000	Youth Corrections Educational Program		
			300-00-00-00000	Grant - In - Aid and District Supports		
			400-00-00-00000	School Funding		
500-00-00-00000			Early Learning Division			

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

**Policy Package List by Priority
2015-17 Biennium**

Agency Number: 58100

BAM Analyst: Pearson, Lisa

Budget Coordinator: Flores, Tomas - (503)947-5753

<i>Priority</i>	<i>Policy Pkg Number</i>	<i>Policy Pkg Description</i>	<i>Summary Cross Reference Number</i>	<i>Cross Reference Description</i>
0	147	College & Career Math/HS	550-00-00-00000	Youth Development Division
			850-71-00-00000	Debt Service Costs
	148	Equity/Collective Impact/Poverty	100-00-00-00000	Department Operations
			200-00-00-00000	OSD
			250-00-00-00000	Youth Corrections Educational Program
			300-00-00-00000	Grant - In - Aid and District Supports
			400-00-00-00000	School Funding
			450-00-00-00000	Common School Fund
			500-00-00-00000	Early Learning Division
			550-00-00-00000	Youth Development Division
			850-71-00-00000	Debt Service Costs
			149	Tell Survey to OEIB
	150	YDD Youth & Community Grant Development	100-00-00-00000	Department Operations
			500-00-00-00000	Early Learning Division
			550-00-00-00000	Youth Development Division
	151	YDD Position Cleanup	100-00-00-00000	Department Operations
			550-00-00-00000	Youth Development Division
	152	Title XX Backfill	500-00-00-00000	Early Learning Division
			550-00-00-00000	Youth Development Division
	160	Age 0 to Grade 3	100-00-00-00000	Department Operations
200-00-00-00000			OSD	
250-00-00-00000			Youth Corrections Educational Program	
300-00-00-00000			Grant - In - Aid and District Supports	

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

**Policy Package List by Priority
2015-17 Biennium**

Agency Number: 58100

BAM Analyst: Pearson, Lisa

Budget Coordinator: Flores, Tomas - (503)947-5753

<i>Priority</i>	<i>Policy Pkg Number</i>	<i>Policy Pkg Description</i>	<i>Summary Cross Reference Number</i>	<i>Cross Reference Description</i>
0	160	Age 0 to Grade 3	400-00-00-00000	School Funding
			450-00-00-00000	Common School Fund
			500-00-00-00000	Early Learning Division
			550-00-00-00000	Youth Development Division
			850-71-00-00000	Debt Service Costs
	161	Age 0 to Grade 3 Kicker	100-00-00-00000	Department Operations
			200-00-00-00000	OSD
			250-00-00-00000	Youth Corrections Educational Program
			300-00-00-00000	Grant - In - Aid and District Supports
			400-00-00-00000	School Funding
			450-00-00-00000	Common School Fund
			500-00-00-00000	Early Learning Division
			550-00-00-00000	Youth Development Division
			850-71-00-00000	Debt Service Costs
			165	Longitudinal DB
	200-00-00-00000	OSD		
	250-00-00-00000	Youth Corrections Educational Program		
	300-00-00-00000	Grant - In - Aid and District Supports		
	400-00-00-00000	School Funding		
				450-00-00-00000
500-00-00-00000				Early Learning Division
550-00-00-00000				Youth Development Division
850-71-00-00000				Debt Service Costs

OREGON DEPARTMENT OF EDUCATION

Education, Dept of

Policy Package List by Priority

Agency Number: 58100

2015-17 Biennium

BAM Analyst: Pearson, Lisa

Budget Coordinator: Flores, Tomas - (503)947-5753

<i>Priority</i>	<i>Policy Pkg Number</i>	<i>Policy Pkg Description</i>	<i>Summary Cross Reference Number</i>	<i>Cross Reference Description</i>
0	170	Statewide Lottery Balance	100-00-00-00000	Department Operations
			200-00-00-00000	OSD
			250-00-00-00000	Youth Corrections Educational Program
			300-00-00-00000	Grant - In - Aid and District Supports
			400-00-00-00000	School Funding
			450-00-00-00000	Common School Fund
			500-00-00-00000	Early Learning Division
			550-00-00-00000	Youth Development Division
			850-71-00-00000	Debt Service Costs
			189	Community Innovation Center
198	Early Learn Regional Coord	100-00-00-00000	Department Operations	
200	EL Quality Assurance & Improvement	100-00-00-00000	Department Operations	
		500-00-00-00000	Early Learning Division	
		550-00-00-00000	Youth Development Division	
201	Child Care Tax Credit Extension	100-00-00-00000	Department Operations	
		550-00-00-00000	Youth Development Division	
203	Birth to Three Years	100-00-00-00000	Department Operations	
		500-00-00-00000	Early Learning Division	
204	Early Years to Early Grades	100-00-00-00000	Department Operations	
		500-00-00-00000	Early Learning Division	

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 100-00-00 107 Department Operation

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 1
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS PKG Y TYP	CLASS COMP	S T POS RNG P	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
0000026	000374030	100-25-03-00000	107 0 PF	OA C0437 AA	27 06 1-	1.00-	5,028.00	24.00-	60,336-	60,336-			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000026	000374030	100-25-03-00000	107 0 PF	OA C0438 AA	29 05 1	1.00	5,277.00	24.00	43,060	83,588			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000078	000781500	100-30-01-00001	107 0 PF	OA C2301 AA	33 03 1-	1.00-	5,802.00	24.00-			139,248-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000078	000781500	100-30-01-00001	107 0 PF	OA C2301 AA	33 03 1	1.00	5,802.00	24.00		139,248			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000107	000374840	100-25-04-00000	107 0 PF	OA C0861 AA	27 05 1-	1.00-	4,791.00	24.00-	57,492-	57,492-			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000107	000374840	100-25-04-00000	107 0 PF	OA C0862 AA	29 04 1	1.00	5,028.00	24.00	120,672				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000120	000374970	100-30-01-00001	107 0 PF	OA C2301 AA	33 05 1-	1.00-	6,380.00	24.00-			153,120-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000120	000374970	100-30-01-00001	107 0 PF	OA C2301 AA	33 05 1	1.00	6,380.00	24.00		76,560	76,560		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000144	000375210	100-30-01-00006	107 0 PF	MESNZ7014 EA	40 09 1-	1.00-	11,934.00	24.00-	143,208-		143,208-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000144	000375210	100-30-01-00006	107 0 PF	MESNZ7014 EA	40 09 1	1.00	11,934.00	24.00	214,812		71,604		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000166	000375430	100-30-01-00006	107 0 PF	OA C2301 AA	33 09 1-	1.00-	7,721.00	24.00-			185,304-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000166	000375430	100-30-01-00006	107 0 PF	OA C2301 AA	33 09 1	1.00	7,721.00	24.00	185,304				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000172	000781920	100-25-04-00000	107 0 PF	OA C0861 AA	27 09 1-	1.00-	5,802.00	24.00-	69,624-	69,624-			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000172	000781920	100-25-04-00000	107 0 PF	OA C0862 AA	29 08 1	1.00	6,080.00	24.00	145,920				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000187	000375640	100-30-01-00001	107 0 PF	OA C0104 AA	15 03 1-	1.00-	2,538.00	24.00-	18,274-		42,638-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000187	000375640	100-30-01-00001	107 0 PF	OA C0104 AA	15 03 1	1.00	2,538.00	24.00		30,456	30,456		
EST DATE: 2015-17 Governor's Recommended Budget													

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 100-00-00 107 Department Operation

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 2
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS PKG Y TYP	S T POS CLASS COMP	RNG P	CNT	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
0000194	000805140	100-30-01-00001	107 0 PF OA	C2301 AA 33 09	1-	1.00-	7,721.00	24.00-		46,326-		138,978-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
0000194	000805140	100-30-01-00001	107 0 PF OA	C2301 AA 33 09	1	1.00	7,721.00	24.00			92,652	92,652		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
0000211	000991780	100-15-01-00000	107 0 PF OA	C1487 IA 31 05	1-	1.00-	5,990.00	24.00-		143,760-				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
0000211	000991780	100-15-01-00000	107 0 PF OA	C1488 IA 33 04	1	1.00	6,235.00	24.00		149,640				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
0000226	000376030	100-30-01-00003	107 0 PF OA	C2301 AA 33 09	1-	1.00-	7,721.00	24.00-				185,304-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
0000226	000376030	100-30-01-00003	107 0 PF OA	C2301 AA 33 09	1	1.00	7,721.00	24.00			92,652	92,652		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
0000261	000376380	100-30-01-00001	107 0 PF MMS	X7010 EA 35 09	1-	1.00-	9,704.00	24.00-		116,448-		116,448-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
0000261	000376380	100-30-01-00001	107 0 PF MMS	X7010 EA 35 09	1	1.00	9,704.00	24.00			116,448	116,448		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
0000276	000376520	100-15-01-00000	107 0 PP OA	C1483 IA 24 02	1-	.04-	3,639.00	1.00-		3,311-		328-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
0000287	000376630	100-30-03-00002	107 0 PF OA	C0107 AA 17 03	1-	1.00-	2,756.00	24.00-			66,144-			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
0000287	000376630	100-30-03-00002	107 0 PF OA	C0107 AA 17 03	1	1.00	2,756.00	24.00			19,850	46,294		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
0000289	000376650	100-25-04-00000	107 0 PF OA	C0861 AA 27 05	1-	1.00-	4,791.00	24.00-		114,984-				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
0000289	000376650	100-25-04-00000	107 0 PF OA	C0862 AA 29 04	1	1.00	5,028.00	24.00		120,672				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
0000296	000376720	100-30-03-00002	107 0 PF OA	C0862 AA 29 09	1-	1.00-	6,380.00	24.00-			153,120-			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
0000296	000376720	100-30-03-00002	107 0 PF OA	C0863 AA 31 08	1	1.00	6,691.00	24.00			160,584			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
0000890	000630590	100-30-03-00004	107 0 PF OA	C0107 AA 17 05	1-	1.00-	3,001.00	24.00-			72,024-			
EST DATE: 2015-17 Governor's Recommended Budget														

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 100-00-00 107 Department Operation

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 3
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS PKG Y TYP	S T POS	RNG P	CLASS COMP	CNT	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
0000890	000630590	100-30-03-00004	107 0 PF OA	C1116 AA	23 01	1	1.00	3,290.00	24.00			78,960			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
0001136	000719510	100-30-01-00007	107 0 PF OA	C0872 AA	30 05	1-	1.00-	5,529.00	24.00-		99,522-		33,174-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
0001136	000719510	100-30-01-00007	107 0 PF OA	C0873 AA	32 04	1	1.00	5,802.00	24.00		104,436		34,812		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
0001142	000719540	100-30-01-00003	107 0 PF OA	C2301 AA	33 09	1-	1.00-	7,721.00	24.00-				185,304-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
0001142	000719540	100-30-01-00003	107 0 PF OA	C2301 AA	33 09	1	1.00	7,721.00	24.00		120,448	18,530	46,326		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
0001143	000719550	100-30-01-00006	107 0 PF OA	C0104 AA	15 05	1-	1.00-	2,756.00	24.00-		19,182-		46,962-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
0001143	000719550	100-30-01-00006	107 0 PF OA	C0104 AA	15 05	1	1.00	2,756.00	24.00			39,693	26,451		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
0006015	000727090	100-50-01-00000	107 0 PF OA	C2301 AA	33 09	1-	1.00-	7,721.00	24.00-		120,948-		64,356-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
0006015	000727090	100-50-01-00000	107 0 PF OA	C2301 AA	33 09	1	1.00	7,721.00	24.00		185,304				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
1110025	001052940	100-30-03-00002	107 0 PF OA	C5950 AA	28 09	1-	1.00-	6,080.00	24.00-		105,923-		39,997-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
1110025	001052940	100-30-03-00002	107 0 PF OA	C0862 AA	29 09	1	1.00	6,380.00	24.00		122,496		30,624		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
1110030	001113970	100-30-01-00007	107 0 PF MMS	X7008 EA	33 05	1-	1.00-	7,340.00	24.00-		176,160-				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
1110030	001113970	100-30-01-00007	107 0 PF MMS	X7010 EA	35 04	1	1.00	7,628.00	24.00		183,072				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
1310008	001137750	100-25-03-00000	107 0 PF OA	C0436 AA	23 09	1-	1.00-	4,791.00	24.00-				114,984-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
1310008	001137750	100-25-03-00000	107 0 PF OA	C0438 AA	29 04	1	1.00	5,028.00	24.00				120,672		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
1317322	001207360	100-30-01-00007	107 0 PF OA	C0872 AA	30 04	1-	1.00-	5,277.00	24.00-		94,986-		31,662-		
EST DATE: 2015-17 Governor's Recommended Budget															

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 100-00-00 107 Department Operation

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 4
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS PKG Y TYP	S T POS CLASS COMP	RNG P	CNT	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
1317322	001207360	100-30-01-00007	107 0 PF OA	C0873 AA	32 03	1	1.00	5,529.00	24.00	99,522		33,174		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1517202	001181930	100-30-03-00002	107 0 PF OA	C0107 AA	17 09	1-	1.00-	3,607.00	24.00-			86,568-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1517202	001181930	100-30-03-00002	107 0 PF OA	C0107 AA	17 09	1	1.00	3,607.00	24.00		25,970	60,598		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1517367	001216480	100-20-01-00000	107 0 PP OA	C1118 AA	30 02	1-	.50-	4,791.00	12.00-	57,492-				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1517519	001216540	100-20-01-00000	107 0 PP OA	C1118 AA	30 02	1-	.50-	4,791.00	12.00-	57,492-				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1517519	001216540	100-20-01-00000	107 0 PF OA	C1118 AA	30 02	1	1.00	4,791.00	24.00	114,984				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1517531	001216650	100-30-02-00001	107 0 PF OA	C2301 AA	33 09	1-	1.00-	7,721.00	24.00-		185,304-			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1517531	001216650	100-30-02-00001	107 0 PF MMS	X7010 EA	35 05	1	1.00	7,998.00	24.00		191,952			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1517537	001216710	100-30-01-00001	107 0 PP OA	C0104 AA	15 02	1-	.25-	2,435.00	6.00-			14,610-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1517537	001216710	100-30-01-00001	107 0 PP OA	C0104 AA	15 02	1	.25	2,435.00	6.00		14,610			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1517537	001216710	100-30-01-00002	107 0 PP OA	C0104 AA	15 02		.25-	2,435.00	6.00-			14,610-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1517537	001216710	100-30-01-00002	107 0 PP OA	C0104 AA	15 02		.25	2,435.00	6.00		14,610			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1517540	001216750	100-30-01-00001	107 0 PP OA	C0861 AA	27 02	1-	.25-	4,161.00	6.00-	92-	6,826-	18,048-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1517540	001216750	100-30-01-00001	107 0 PP OA	C0861 AA	27 02	1	.25	4,161.00	6.00		24,966			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1517540	001216750	100-30-01-00002	107 0 PP OA	C0861 AA	27 02		.25-	4,161.00	6.00-	92-	6,826-	18,048-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1517540	001216750	100-30-01-00002	107 0 PP OA	C0861 AA	27 02		.25	4,161.00	6.00		24,966			
EST DATE: 2015-17 Governor's Recommended Budget														

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 100-00-00 107 Department Operation

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 5
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS PKG Y TYP	CLASS COMP	S T POS RNG P	POS CNT	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
1711502	001227480	100-15-01-00000	107 0 LF OA	C1483 IA	24 02	1	1.00	3,639.00	24.00			87,336		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1711504	001227490	100-15-04-00000	107 0 PF OA	C1486 IA	29 02	1	1.00	4,711.00	24.00			113,064		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1711506	001227510	100-15-01-00000	107 0 LF OA	C1486 IA	29 02	1	1.00	4,711.00	24.00			113,064		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1711531	001234700	100-15-01-00000	107 0 LF OA	C1487 IA	31 02	1	1.00	5,218.00	24.00		37,570	87,662		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1711532	001234710	100-15-01-00000	107 0 PF OA	C1487 IA	31 02	1	1.00	5,218.00	24.00			125,232		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1711537	001240690	100-15-01-00000	107 0 LF MMN	X7008 IA	33X 02	1	1.00	6,663.00	24.00		159,912			
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1711538	001244270	100-15-01-00000	107 0 LF OA	C1487 IA	31 02	1	1.00	5,218.00	24.00		125,232			
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1713001	001227470	100-30-03-00002	107 0 PF OA	C0107 AA	17 02	1	1.00	2,636.00	24.00		18,979	44,285		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1713007	001227520	100-30-03-00004	107 0 PF OA	C2301 AA	33 02	1	1.00	5,529.00	24.00	132,696				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1713008	001227530	100-30-03-00002	107 0 LF OA	C0872 AA	30 02	1	1.00	4,791.00	24.00		57,492	57,492		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1713012	001227590	100-30-01-00005	107 0 PF OA	C1118 AA	30 02	1	1.00	4,791.00	24.00	28,746		86,238		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1713033	001231750	100-30-01-00005	107 0 PF OA	C2301 AA	33 03	1	1.00	5,802.00	24.00			139,248		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1713049	001250480	100-30-03-00002	107 0 PF OA	C5950 AA	28 02	1	1.00	4,358.00	24.00			104,592		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
			107				11	12.96		311.00	566,132	967,784	64,637	

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 100-00-00 108 Department Operation

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 6
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS	CLASS	COMP	RNG	S T P	POS CNT	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
1713030	001228370	100-30-02-00001	108 0 PF	OA	C2301 AA	33	02	1	1.00	5,529.00	24.00	132,696				
EST DATE: 2015/07/01			EXP DATE: 9999/01/01													
			108					1	1.00		24.00	132,696				

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 100-00-00 109 Department Operation

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 7
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS PKG Y TYP	CLASS COMP	S T POS RNG P	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
0000059	000374360	100-25-01-00000	109 0 PF	MMS X7010 AA	35X 09	1-	1.00-	8,917.00	24.00-	107,004-	107,004-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000059	000374360	100-10-01-00000	109 0 PF	MMS X7010 AA	35X 09	1	1.00	8,917.00	24.00	107,004	107,004		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000086	000374630	100-25-01-00000	109 0 PF	MMN X1322 AA	29 08	1-	1.00-	6,663.00	24.00-	79,956-	79,956-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000086	000374630	100-10-01-00000	109 0 PF	MMN X1322 AA	29 08	1	1.00	6,663.00	24.00	79,956	79,956		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000174	000375510	100-10-01-00000	109 0 PF	MMS X7006 AA	31X 08	1-	1.00-	6,998.00	24.00-	167,952-			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000174	000375510	100-10-01-00000	109 0 PF	MMS X0873 AA	32 07	1	1.00	7,343.00	24.00	176,232			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000179	000781930	100-25-01-00000	109 0 PF	MMN X1319 AA	18 05	1-	1.00-	3,389.00	24.00-	40,668-	40,668-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000179	000781930	100-10-01-00000	109 0 PF	MMN X1319 AA	18 05	1	1.00	3,389.00	24.00	40,668	40,668		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000590	000379200	100-25-01-00000	109 0 PF	MMN X1322 AA	29 08	1-	1.00-	6,663.00	24.00-	79,956-	79,956-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000590	000379200	100-10-01-00000	109 0 PF	MMN X1322 AA	29 08	1	1.00	6,663.00	24.00	79,956	79,956		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000591	000379210	100-25-01-00000	109 0 PF	MMN X1320 AA	23 07	1-	1.00-	4,742.00	24.00-	56,904-	56,904-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000591	000379210	100-10-01-00000	109 0 PF	MMN X1320 AA	23 07	1	1.00	4,742.00	24.00	56,904	56,904		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000842	000581400	100-10-01-00000	109 0 PF	MESNZ7012 AA	38X 09	1-	1.00-	10,306.00	24.00-	247,344-			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0000842	000581400	100-10-01-00000	109 0 PF	MESNZ7014 EA	40 09	1	1.00	11,934.00	24.00	286,416			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0001094	001212490	100-25-01-00000	109 0 PF	MMN X1321 AA	26 06	1-	1.00-	5,231.00	24.00-		96,983-	28,561-	
EST DATE: 2015/07/01 EXP DATE: 9999/01/01													
0001094	001212490	100-10-01-00000	109 0 PF	MMN X1321 AA	26 06	1	1.00	5,231.00	24.00		96,983	28,561	
EST DATE: 2015-17 Governor's Recommended Budget													

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 100-00-00 109 Department Operation

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 8
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS	CLASS	COMP	RNG	S T POS	P	CNT	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
1517527	001216610	100-25-01-00000	109 0 PF	MMN X1320	AA	23	05		1-	1.00-	4,305.00	24.00-	51,660-	51,660-			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01																	
1517527	001216610	100-10-01-00000	109 0 PF	MMN X1320	AA	23	05		1	1.00	4,305.00	24.00	51,660	51,660			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01																	
1711032	001228390	100-10-01-00000	109 0 PF	MMN X1339	AA	27	02		1	1.00	4,518.00	24.00	108,432				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01																	
			109						1	1.00		24.00	155,784				

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 100-00-00 151 Department Operation

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 9
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS	Y TYP	CLASS COMP	S		FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
						RNG	P								
1715501	001228650	100-55-04-00000	151 0 PF		MMN X0873 AA	32	02	1	1.00	24.00	138,336				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
7112024	001212590	100-55-02-00000	151 0 PF		MMN X0862 AA	29	05	1-	1.00-	24.00-	138,336-				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
7112024	001212590	100-55-02-00000	151 0 PF		MMN X0863 AA	31	04	1	1.00	24.00	145,104				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
7112028	001212530	100-55-04-00000	151 0 PF		MESNZ7006 AA	31X	08	1-	1.00-	24.00-		167,952-			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
7112028	001212530	100-55-04-00000	151 0 PF		MESNZ7008 AA	33X	07	1	1.00	24.00	176,232				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
7112124	001212610	100-55-02-00000	151 0 PF		UA C0862 AA	29	03	1-	1.00-	24.00-			114,984-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
7112124	001212610	100-55-02-00000	151 0 PF		UA C5248 AA	29	03	1	1.00	24.00			114,984		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
7112200	001212580	100-55-04-00000	151 0 PP		UA C0103 AA	12	02	1-	.50-	12.00-		26,172-			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
7112200	001212580	100-55-04-00000	151 0 PF		MMN X0118 AA	17	01	1	1.00	24.00	64,392				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01															
						151		1	1.50	36.00	385,728	194,124-			

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 100-00-00 160 Department Operation

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 10
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS PKG Y TYP	CLASS COMP	S T POS RNG P	CNT	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
1711034	001228380	100-30-02-00001	160 0 PF	MMN X0862 AA	29 02	1	1.00	4,979.00	24.00	119,496				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1713016	001228210	100-30-01-00009	160 0 PF	MESNZ7010 AA	35X 02	1	1.00	6,351.00	24.00	152,424				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1713017	001228220	100-30-01-00009	160 0 PF	OA C2301 AA	33 02	1	1.00	5,529.00	24.00	132,696				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1713018	001228230	100-30-01-00009	160 0 PF	OA C2301 AA	33 02	1	1.00	5,529.00	24.00	132,696				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1713019	001229230	100-30-01-00009	160 0 PF	OA C2301 AA	33 02	1	1.00	5,529.00	24.00	132,696				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1713020	001228250	100-30-01-00009	160 0 PF	OA C2301 AA	33 02	1	1.00	5,529.00	24.00	132,696				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1713021	001228260	100-30-01-00009	160 0 PF	OA C2301 AA	33 02	1	1.00	5,529.00	24.00	132,696				
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
			160				7	7.00	168.00	935,400				

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 100-00-00 189 Department Operation

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 11
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS	Y TYP	CLASS	COMP	RNG	S T P	POS CNT	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K	
1715039	001250490	100-10-01-00000	189	0	PF	MMN X7010 AA	35X	02	1	1.00	6,351.00	24.00	152,424					
EST DATE: 2015/07/01 EXP DATE: 9999/01/01																		
1715040	001250500	100-10-01-00000	189	0	PF	MMN X7010 AA	35X	02	1	1.00	6,351.00	24.00	152,424					
EST DATE: 2015/07/01 EXP DATE: 9999/01/01																		
								189	2	2.00		48.00	304,848					

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 100-00-00 198 Department Operation

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 12
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS PKG Y TYP	CLASS COMP	S T POS RNG P	CNT	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
1715041	001250510	100-50-07-00000	198 0 PF	MMN X7010 AA	35X 02	1	.88	6,351.00	21.00	133,371				
EST DATE: 2015/10/01 EXP DATE: 9999/01/01														
1715042	001250520	100-50-07-00000	198 0 PF	MMN X7010 AA	35X 02	1	.88	6,351.00	21.00	133,371				
EST DATE: 2015/10/01 EXP DATE: 9999/01/01														
1715043	001250530	100-50-07-00000	198 0 PF	MMN X7010 AA	35X 02	1	.88	6,351.00	21.00	133,371				
EST DATE: 2015/10/01 EXP DATE: 9999/01/01														
1715044	001250540	100-50-07-00000	198 0 PF	MMN X7010 AA	35X 02	1	.88	6,351.00	21.00	133,371				
EST DATE: 2015/10/01 EXP DATE: 9999/01/01														
1715045	001250550	100-50-07-00000	198 0 PF	MMN X7010 AA	35X 02	1	.88	6,351.00	21.00	133,371				
EST DATE: 2015/10/01 EXP DATE: 9999/01/01														
1715046	001250560	100-50-07-00000	198 0 PF	MMN X7010 AA	35X 02	1	.88	6,351.00	21.00	133,371				
EST DATE: 2015/10/01 EXP DATE: 9999/01/01														
1715047	001250570	100-50-07-00000	198 0 PF	MMN X7010 AA	35X 02	1	.88	6,351.00	21.00	133,371				
EST DATE: 2015/10/01 EXP DATE: 9999/01/01														
1715048	001250580	100-50-07-00000	198 0 PF	MMN X7010 AA	35X 02	1	.88	6,351.00	21.00	133,371				
EST DATE: 2015/10/01 EXP DATE: 9999/01/01														
					198	8	7.04		168.00	1,066,968				

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 13

REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY

2015-17

PROD FILE

AGENCY: 58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF: 100-00-00 200 Department Operation

POSITION NUMBER	AUTH NO	ORG STRUC	F POS PKG Y TYP	CLASS COMP	S T POS RNG P	POS CNT	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
1715001	001228400	100-50-06-00000	200 0 LP OA	C1118 AA	30 02	1	.38	4,791.00	9.00			43,119		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1715002	001228420	100-50-06-00000	200 0 LP OA	C2301 AA	33 02	1	.75	5,529.00	18.00			99,522		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1715003	001228440	100-50-06-00000	200 0 LP OA	C0863 AA	31 02	1	.75	5,028.00	18.00			90,504		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1715004	001231550	100-50-06-00000	200 0 LP OA	C0863 AA	31 02	1	.75	5,028.00	18.00			90,504		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1715005	001228460	100-50-06-00000	200 0 LP OA	C0872 AA	30 02	1	.75	4,791.00	18.00			86,238		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1715006	001228480	100-50-06-00000	200 0 LP OA	C0856 AA	31 02	1	.75	5,028.00	18.00			90,504		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1715007	001228500	100-50-06-00000	200 0 LP OA	C1488 IA	33 02	1	.75	5,684.00	18.00			102,312		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1715008	001228510	100-50-06-00000	200 0 LP OA	C1486 IA	29 02	1	.75	4,711.00	18.00			84,798		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1715009	001228520	100-50-06-00000	200 0 LP OA	C1488 IA	33 02	1	.75	5,684.00	18.00			102,312		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1715010	001228530	100-50-06-00000	200 0 LP OA	C2511 AA	21 02	1	.75	3,139.00	18.00			56,502		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1715011	001228550	100-50-06-00000	200 0 PF OA	C0872 AA	30 02	1	1.00	4,791.00	24.00			114,984		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1715012	001228560	100-50-07-00000	200 0 PF	MESNZ7010 AA	35X 02	1	1.00	6,351.00	24.00	152,424				
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1715013	001228570	100-50-06-00000	200 0 PF	MMS X7010 AA	35X 02	1	1.00	6,351.00	24.00	38,106			114,318	
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1715014	001228580	100-50-06-00000	200 0 PF OA	C0873 AA	32 02	1	1.00	5,277.00	24.00	31,662			94,986	
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1715015	001228590	100-50-06-00000	200 0 PF	MESNZ0119 AA	19 02	1	1.00	3,072.00	24.00	18,432			55,296	
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1715016	001228600	100-50-06-00000	200 0 PF	MMS X0866 AA	31 02	1	1.00	5,492.00	24.00	32,952			98,856	
EST DATE: 2015-17 Governor's Recommended Budget														

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 100-00-00 200 Department Operation

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 14
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS PKG Y TYP	CLASS COMP	S T POS RNG P	CNT	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
1715017	001228620	100-50-06-00000	200 0 PF OA	C0863 AA	31 02	1	1.00	5,028.00	24.00	30,168		90,504		
EST DATE: 2015/07/01			EXP DATE: 9999/01/01											
			200			17	14.13			339.00	303,744	1,415,259		

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 100-00-00 204 Department Operation

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 15
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS PKG Y TYP	CLASS COMP	S T POS RNG P	CNT	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
1715018	001228630	100-50-06-00000	204 0 PF	OA C2301 AA	33 02	1	1.00	5,529.00	24.00	33,174		99,522		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01														
1715050	001250590	100-50-06-00000	204 0 LF	OA C0861 AA	27 02	1	1.00	4,161.00	24.00	24,966		74,898		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1715051	001250600	100-50-06-00000	204 0 LF	OA C0861 AA	27 02	1	1.00	4,161.00	24.00	24,966		74,898		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1715052	001250610	100-50-06-00000	204 0 LF	OA C0861 AA	27 02	1	1.00	4,161.00	24.00	24,966		74,898		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
1715053	001250620	100-50-06-00000	204 0 LF	OA C0861 AA	27 02	1	1.00	4,161.00	24.00	24,966		74,898		
EST DATE: 2015/07/01 EXP DATE: 2017/06/30														
			204				5	5.00	120.00	133,038		399,114		
						53	51.63	1238.00	3,984,338	773,660	1,879,010			

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 200-00-00 107 OSD

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 16
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS	CLASS	COMP	S T POS	RNG	P	CNT	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
0000367	000377420	200-72-02-00000	107 0 PP	RE	U7546 DA	21 19	1-			.83-	5,683.00	20.00-	45,464-		68,196-		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01																	
0000367	000377420	200-72-02-00000	107 0 PF	RE	U7546 DA	21 19	1			1.00	5,683.00	24.00	54,557		81,835		
EST DATE: 2015/07/01 EXP DATE: 9999/01/01																	
1727203	001227580	200-72-05-00000	107 0 PF	OA	C9100 AA	08 05	1			1.00	2,110.00	24.00		50,640			
EST DATE: 2015/07/01 EXP DATE: 9999/01/01																	
			107				1			1.17		28.00	9,093	50,640	13,639		
							1			1.17		28.00	9,093	50,640	13,639		

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 250-00-00 111 Youth Corrections Ed

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 17
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS	Y TYP	CLASS	COMP	RNG	S T P	POS CNT	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
0110014	000196180	250-71-00-00000	111	0	PF	OA	C0104	AA	15	02	1-	1.00-	2,435.00	24.00-		58,440-	
EST DATE: 2015/07/01 EXP DATE: 9999/01/01																	
0789252	000205270	250-71-00-00000	111	0	PF	OA	C2302	AA	13	02	1-	1.00-	2,268.00	24.00-		54,432-	
EST DATE: 2015/07/01 EXP DATE: 9999/01/01																	
			111							2-	2.00-		48.00-		112,872-		
										2-	2.00-		48.00-		112,872-		
									52	50.80		1218.00	3,993,431	711,428	1,892,649		

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLWSBUD
 REPORT: DETAIL LISTING BY SUMMARY XREF AGENCY
 AGENCY: 58100 DEPT OF EDUCATION
 SUMMARY XREF: 250-00-00 111 Youth Corrections Ed

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 18
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

POSITION NUMBER	AUTH NO	ORG STRUC	F POS PKG Y TYP	CLASS COMP	S T RNG P	POS CNT	FTE	BUDGET RATE	MOS	GF SAL	OF SAL	FF SAL	LF SAL	T R K
						52	50.80		1218.00	3,993,431	711,428	1,892,649		

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLAGYCL
 REPORT: SUMMARY LIST BY PKG BY AGENCY
 AGENCY:58100 DEPT OF EDUCATION

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 1
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
000	B	Y7500	AE BOARD AND COMMISSION MEMBER		.00	.00	0.00	22,900				22,900
000	MEAHZ7018	HA	PRINCIPAL EXECUTIVE/MANAGER J	1	1.00	24.00	14,714.00	353,136				353,136
000	MENNZ0119	AA	EXECUTIVE SUPPORT SPECIALIST 2	1	1.00	24.00	3,072.00	36,864	36,864			73,728
000	MENNZ7008	AA	PRINCIPAL EXECUTIVE/MANAGER E	1	1.00	24.00	8,087.00	97,044		97,044		194,088
000	MENNZ7010	AA	PRINCIPAL EXECUTIVE/MANAGER F	1	1.00	24.00	8,917.00		214,008			214,008
200	MESNZ0119	AA	EXECUTIVE SUPPORT SPECIALIST 2	1	1.00	24.00	3,072.00	18,432		55,296		73,728
000	MESNZ0830	AA	EXECUTIVE ASSISTANT	1	1.00	24.00	4,518.00	108,432				108,432
151	MESNZ7006	AA	PRINCIPAL EXECUTIVE/MANAGER D		.00	.00	6,998.00					
000	MESNZ7008	AA	PRINCIPAL EXECUTIVE/MANAGER E	2	2.00	48.00	7,715.00	370,320				370,320
200	MESNZ7010	AA	PRINCIPAL EXECUTIVE/MANAGER F	3	3.00	72.00	7,206.33	304,848		214,008		518,856
000	MESNZ7012	AA	PRINCIPAL EXECUTIVE/MANAGER G	2	2.00	48.00	10,306.00	458,526	36,162			494,688
000	MESNZ7014	AA	PRINCIPAL EXECUTIVE/MANAGER H	1	1.00	24.00	11,362.00	272,688				272,688
000	MESNZ7014	EA	PRINCIPAL EXECUTIVE/MANAGER H	6	6.00	144.00	11,934.00	873,569	429,624	415,303		1,718,496
151	MMN X0118	AA	EXECUTIVE SUPPORT SPECIALIST 1	2	2.00	48.00	3,036.00	145,728				145,728
160	MMN X0862	AA	PROGRAM ANALYST 3	1	1.00	24.00	5,502.33	119,496				119,496
151	MMN X0863	AA	PROGRAM ANALYST 4	2	2.00	48.00	6,694.50	145,104		176,232		321,336
151	MMN X0873	AA	OPERATIONS & POLICY ANALYST 4	3	3.00	72.00	7,055.33	323,160	184,824			507,984
109	MMN X1319	AA	HUMAN RESOURCE ASSISTANT	1	1.00	24.00	3,389.00	40,668	40,668			81,336
109	MMN X1320	AA	HUMAN RESOURCE ANALYST 1	2	2.00	48.00	4,523.50	108,564	108,564			217,128
109	MMN X1321	AA	HUMAN RESOURCE ANALYST 2	1	1.00	24.00	5,231.00		96,983	28,561		125,544
109	MMN X1322	AA	HUMAN RESOURCE ANALYST 3	2	2.00	48.00	6,663.00	159,912	159,912			319,824
109	MMN X1339	AA	TRAINING & DEVELOPMENT SPEC 2	1	1.00	24.00	4,518.00	108,432				108,432
000	MMN X5618	AA	INTERNAL AUDITOR 3	1	1.00	24.00	5,492.00	131,808				131,808
000	MMN X7008	AA	PRINCIPAL EXECUTIVE/MANAGER E	2	2.00	48.00	6,925.50	194,088	138,336			332,424
107	MMN X7008	AA	PRINCIPAL EXECUTIVE/MANAGER E			24.00	6,663.00		159,912			159,912

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLAGYCL
 REPORT: SUMMARY LIST BY PKG BY AGENCY
 AGENCY:58100 DEPT OF EDUCATION

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 2
 PROD FILE

2015-17
 PICS SYSTEM: BUDGET PREPARATION

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
198	MMN	X7010	AA PRINCIPAL EXECUTIVE/MANAGER F	10	9.04	216.00	6,351.00	1,371,816				1,371,816
000	MMS	X0119	AA EXECUTIVE SUPPORT SPECIALIST 2	2	2.00	48.00	3,750.00	98,664		81,336		180,000
200	MMS	X0866	AA PUBLIC AFFAIRS SPECIALIST 3	1	1.00	24.00	5,492.00	32,952		98,856		131,808
109	MMS	X0873	AA OPERATIONS & POLICY ANALYST 4	1	1.00	24.00	7,343.00	176,232				176,232
000	MMS	X4046	AA MAINTENANCE & OPERATIONS SUPV	1	1.00	24.00	6,046.00		145,104			145,104
000	MMS	X6240	AA SUPERVISING RN	1	.92	22.00	7,701.00	169,422				169,422
000	MMS	X6769	AA DORMITORY COUNSELOR SUPERVISOR	2	1.84	44.00	4,860.50	213,862				213,862
000	MMS	X7000	AA PRINCIPAL EXECUTIVE/MANAGER A	1	1.00	24.00	5,231.00	125,544				125,544
000	MMS	X7002	AA PRINCIPAL EXECUTIVE/MANAGER B	1	1.00	24.00	5,764.00	131,419		6,917		138,336
000	MMS	X7004	AA PRINCIPAL EXECUTIVE/MANAGER C	3	3.00	72.00	6,249.33			449,952		449,952
000	MMS	X7006	AA PRINCIPAL EXECUTIVE/MANAGER D	4	4.00	96.00	7,228.00	352,464		352,464		704,928
000	MMS	X7008	AA PRINCIPAL EXECUTIVE/MANAGER E	2	2.00	48.00	7,715.00	88,310	282,010			370,320
107	MMS	X7008	EA PRINCIPAL EXECUTIVE/MANAGER E	2	2.00	48.00	8,125.00	213,840		213,840		427,680
000	MMS	X7008	IA PRINCIPAL EXECUTIVE/MANAGER E	3	3.00	72.00	9,354.00	673,488				673,488
200	MMS	X7010	AA PRINCIPAL EXECUTIVE/MANAGER F	5	5.00	120.00	8,550.42	660,869	226,849	120,738		1,008,456
107	MMS	X7010	EA PRINCIPAL EXECUTIVE/MANAGER F	13	13.00	312.00	9,054.33	616,380	769,216	1,408,172		2,793,768
000	MMS	X7010	IA PRINCIPAL EXECUTIVE/MANAGER F	1	1.00	24.00	9,822.00	212,155		23,573		235,728
000	MMS	X9107	AA FOOD SERVICE MANAGER 2	1	.92	22.00	4,742.00	104,324				104,324
000	MNSNZ	7010	EA PRINCIPAL EXECUTIVE/MANAGER F	1	1.00	24.00	8,393.00	201,432				201,432
000	MNSNZ	7544	BA SUPV TEACHER SPEC SCHOOLS-MA	1	1.00	24.00	5,714.00	137,136				137,136
000	MNSNZ	7544	DA SUPV TEACHER SPEC SCHOOLS-MA	1	1.00	24.00	6,212.00	149,088				149,088
000	OA	C0103	AA OFFICE SPECIALIST 1	6	6.00	144.00	2,568.33	184,205	165,792	19,843		369,840
107	OA	C0104	AA OFFICE SPECIALIST 2	38	36.00	864.00	2,823.20	679,208	537,019	1,312,293		2,528,520
107	OA	C0107	AA ADMINISTRATIVE SPECIALIST 1	15	15.00	360.00	3,082.00	235,930	287,491	580,435		1,103,856
000	OA	C0108	AA ADMINISTRATIVE SPECIALIST 2	301	1.50	301.50	3,430.92	545,385	143,064	362,434		1,050,881

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLAGYCL
 REPORT: SUMMARY LIST BY PKG BY AGENCY
 AGENCY:58100 DEPT OF EDUCATION

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 3
 PROD FILE

2015-17
 PICS SYSTEM: BUDGET PREPARATION

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
000	OA	C0118	AA EXECUTIVE SUPPORT SPECIALIST 1	6	6.00	144.00	3,270.00	178,644	149,832	142,404		470,880
000	OA	C0119	AA EXECUTIVE SUPPORT SPECIALIST 2	1	1.00	24.00	2,873.00	68,952				68,952
000	OA	C0150	AA STUDENT PROF/TECH WORKER	1	.50	12.00	2,110.00	25,320				25,320
000	OA	C0211	AA ACCOUNTING TECHNICIAN 2	2	1.67	40.00	3,121.50	43,284	77,447	8,013		128,744
000	OA	C0212	AA ACCOUNTING TECHNICIAN 3	3	3.00	72.00	3,368.00	121,248	121,248			242,496
000	OA	C0405	AA MAIL SERVICES ASSISTANT	2	2.00	48.00	2,452.00	58,848	58,848			117,696
000	OA	C0435	AA PROCUREMENT AND CONTRACT ASST	2	2.00	48.00	3,487.50	8,584	80,608	78,208		167,400
000	OA	C0436	AA PROCUREMENT & CONTRACT SPEC 1	2	2.00	48.00	4,242.50	45,372	45,372	86,568		177,312
000	OA	C0437	AA PROCUREMENT & CONTRACT SPEC 2	1	1.00	24.00	5,286.00	69,624	22,628	46,996		139,248
107	OA	C0438	AA PROCUREMENT & CONTRACT SPEC 3	2	2.00	48.00	5,152.50	43,060	83,588	120,672		247,320
000	OA	C0759	AA SUPPLY SPECIALIST 2	1	1.00	24.00	3,781.00	90,744				90,744
000	OA	C0855	AA PROJECT MANAGER 2	1	1.00	24.00	4,791.00	57,492		57,492		114,984
200	OA	C0856	AA PROJECT MANAGER 3	3	2.75	66.00	5,286.00	204,221		146,203		350,424
000	OA	C0860	AA PROGRAM ANALYST 1	1	1.00	24.00	4,358.00	35,980	68,612			104,592
204	OA	C0861	AA PROGRAM ANALYST 2	6	5.50	132.00	4,539.35	214,848	49,932	299,592		564,372
000	OA	C0862	AA PROGRAM ANALYST 3	7	7.00	168.00	5,607.10	650,998	109,656	169,154		929,808
200	OA	C0863	AA PROGRAM ANALYST 4	6	5.00	120.00	5,235.87	30,168	341,592	271,512		643,272
000	OA	C0870	AA OPERATIONS & POLICY ANALYST 1	1	1.00	24.00	4,791.00			114,984		114,984
000	OA	C0871	AA OPERATIONS & POLICY ANALYST 2	4	4.00	96.00	5,106.60	92,621	69,624	340,891		503,136
200	OA	C0872	AA OPERATIONS & POLICY ANALYST 3	5	4.75	114.00	5,415.80	57,492	57,492	476,790		591,774
200	OA	C0873	AA OPERATIONS & POLICY ANALYST 4	3	3.00	72.00	5,536.00	235,620		162,972		398,592
000	OA	C1115	AA RESEARCH ANALYST 1	1	1.00	24.00	3,001.00	72,024				72,024
000	OA	C1116	AA RESEARCH ANALYST 2	3	3.00	72.00	3,501.33	43,284	78,960	129,852		252,096
000	OA	C1117	AA RESEARCH ANALYST 3	3	3.00	72.00	4,572.66	32,897		296,335		329,232
200	OA	C1118	AA RESEARCH ANALYST 4	2	2.00	48.00	5,174.78	806,116		400,811		1,206,927

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLAGYCL
 REPORT: SUMMARY LIST BY PKG BY AGENCY
 AGENCY:58100 DEPT OF EDUCATION

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 4

2015-17

PROD FILE

PICS SYSTEM: BUDGET PREPARATION

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
000	OA	C1216	AA ACCOUNTANT 2	2	2.00	48.00	4,358.00	104,592	104,592			209,184
000	OA	C1217	AA ACCOUNTANT 3	1	1.00	24.00	5,802.00	69,624	69,624			139,248
000	OA	C1218	AA ACCOUNTANT 4	2	2.00	48.00	5,678.50	136,284	136,284			272,568
000	OA	C1243	AA FISCAL ANALYST 1	1	1.00	24.00	3,607.00	43,284	43,284			86,568
000	OA	C1244	AA FISCAL ANALYST 2	6	6.00	144.00	5,399.50	120,114	95,148	562,266		777,528
000	OA	C1245	AA FISCAL ANALYST 3	2	2.00	48.00	5,160.00	123,840	123,840			247,680
107	OA	C1483	IA INFO SYSTEMS SPECIALIST 3	2	2.00	48.00	3,726.00	66,982		116,042		183,024
000	OA	C1484	IA INFO SYSTEMS SPECIALIST 4	8	7.50	180.00	4,722.62	701,220		148,644		849,864
000	OA	C1485	IA INFO SYSTEMS SPECIALIST 5	7	7.00	168.00	5,113.42	494,112	127,128	237,816		859,056
200	OA	C1486	IA INFO SYSTEMS SPECIALIST 6	7	6.75	162.00	5,418.14	414,888		467,094		881,982
107	OA	C1487	IA INFO SYSTEMS SPECIALIST 7	14	13.25	318.00	6,217.37	1,126,722	390,442	476,990		1,994,154
200	OA	C1488	IA INFO SYSTEMS SPECIALIST 8	11	10.50	252.00	7,112.45	1,191,353		618,127		1,809,480
000	OA	C2300	AA EDUCATION PROGRAM SPECIALIST 1	5	4.08	98.00	5,931.00	89,874		516,444		606,318
107	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	82	79.20	1900.62	6,920.08	4,278,717	1,974,886	6,810,309		13,063,912
000	OA	C2302	AA TEACHING ASSISTANT	6	4.66	112.08	2,747.00	162,738	102,274	60,020		325,032
200	OA	C2511	AA ELECTRONIC PUB DESIGN SPEC 2	2	1.75	42.00	3,748.50	53,342		107,752		161,094
000	OA	C4009	AA ELECTRICIAN 3	1	1.00	24.00	6,080.00	145,920				145,920
000	OA	C4014	AA FACILITY OPERATIONS SPEC 1	1	1.00	24.00	5,028.00	120,672				120,672
000	OA	C4033	AA FACILITY ENERGY TECHNICIAN 2	4	4.00	96.00	4,161.00	199,728	199,728			399,456
000	OA	C4101	AA CUSTODIAN	1	.92	22.00	2,188.00	48,136				48,136
000	OA	C4110	AA GROUNDS MAINTENANCE WORKER 2	2	2.00	48.00	3,607.00	101,285	71,851			173,136
000	OA	C4403	AA TRANSPORTER	1	.58	14.00	2,435.00	34,090				34,090
000	OA	C5246	AA COMPLIANCE SPECIALIST 1	4	3.50	84.00	3,943.25	52,296	187,392	86,568		326,256
000	OA	C5247	AA COMPLIANCE SPECIALIST 2	45	42.50	1020.00	4,997.82	1,517,340	126,648	3,484,290		5,128,278
107	OA	C5950	AA COMPLIANCE SPECIALIST 3	1	1.00	24.00	5,514.63			2,222,834		222,832

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLAGYCL
 REPORT: SUMMARY LIST BY PKG BY AGENCY
 AGENCY:58100 DEPT OF EDUCATION

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 5
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
000	OA	C6135 AA	LICENSED PRACTICAL NURSE	2	1.66	39.92	3,856.50	75,340	78,604			153,944
000	OA	C6767 AA	DORMITORY COUNSELOR 1	3	2.26	54.08	3,218.66	151,800	27,780			179,580
000	OA	C6768 AA	DORMITORY COUNSELOR 2	11	9.77	233.76	3,634.09	727,650	123,372			851,022
107	OA	C9100 AA	FOOD SERVICE WORKER 1	2	1.42	34.08	2,235.00	23,789	50,640			74,429
000	OA	C9101 AA	FOOD SERVICE WORKER 2	2	1.25	30.08	2,314.00	70,061				70,061
000	OA	C9116 AA	COOK 1	1	.83	20.00	2,538.00	50,760				50,760
000	OA	C9117 AA	COOK 2	1	.83	20.00	3,607.00	72,140				72,140
000	RE	U7546 BA	TEACHER SPECIAL SCHOOLS-MA	15	15.00	360.00	4,607.80	1,658,808				1,658,808
000	RE	U7546 CA	TEACHER SPECIAL SCHOOLS-MA	3	3.00	72.00	4,753.33	342,240				342,240
000	RE	U7546 DA	TEACHER SPECIAL SCHOOLS-MA	9	8.83	212.00	5,074.36	853,964	116,373	81,835		1,052,172
151	UA	C0103 AA	OFFICE SPECIALIST 1		.00	.00	2,181.00					
000	UA	C0107 AA	ADMINISTRATIVE SPECIALIST 1	1	1.00	24.00	3,609.00	64,962	21,654			86,616
000	UA	C0108 AA	ADMINISTRATIVE SPECIALIST 2	1	1.00	24.00	3,973.00	47,676	47,676			95,352
000	UA	C0119 AA	EXECUTIVE SUPPORT SPECIALIST 2	1	1.00	24.00	3,973.00	95,352				95,352
000	UA	C0861 AA	PROGRAM ANALYST 2	2	1.50	36.00	4,162.00	149,832				149,832
000	UA	C0862 AA	PROGRAM ANALYST 3	2	2.00	48.00	5,133.50	262,848				262,848
000	UA	C0872 AA	OPERATIONS & POLICY ANALYST 3	1	1.00	24.00	4,791.00	114,984				114,984
000	UA	C1217 AA	ACCOUNTANT 3	1	1.00	24.00	5,277.00	126,648				126,648
000	UA	C1244 AA	FISCAL ANALYST 2	1	1.00	24.00	5,530.00	66,360	66,360			132,720
000	UA	C1487 IA	INFO SYSTEMS SPECIALIST 7	1	1.00	24.00	5,463.00	131,112				131,112
151	UA	C5248 AA	COMPLIANCE SPECIALIST 3	1	1.00	24.00	4,791.00			114,984		114,984
000	UA	U7546 BA	TEACHER SPECIAL SCHOOLS-MA	2	2.00	48.00	2,730.00	131,040				131,040
				543	519.37	12463.12	5,077.35	31,669,804	9,863,421	25,478,757		67,011,982

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 1

REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 000 Department Operation

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
000	B	Y7500	AE BOARD AND COMMISSION MEMBER		.00	.00	0.00	22,900				22,900
000	MEAHZ7018	HA	PRINCIPAL EXECUTIVE/MANAGER J	1	1.00	24.00	14,714.00	353,136				353,136
000	MENNZ0119	AA	EXECUTIVE SUPPORT SPECIALIST 2	1	1.00	24.00	3,072.00	36,864	36,864			73,728
000	MENNZ7008	AA	PRINCIPAL EXECUTIVE/MANAGER E	1	1.00	24.00	8,087.00	97,044		97,044		194,088
000	MENNZ7010	AA	PRINCIPAL EXECUTIVE/MANAGER F	1	1.00	24.00	8,917.00		214,008			214,008
000	MESNZ0830	AA	EXECUTIVE ASSISTANT	1	1.00	24.00	4,518.00	108,432				108,432
000	MESNZ7006	AA	PRINCIPAL EXECUTIVE/MANAGER D	1	1.00	24.00	6,998.00		167,952			167,952
000	MESNZ7008	AA	PRINCIPAL EXECUTIVE/MANAGER E	1	1.00	24.00	8,087.00	194,088				194,088
000	MESNZ7010	AA	PRINCIPAL EXECUTIVE/MANAGER F	1	1.00	24.00	8,917.00			214,008		214,008
000	MESNZ7012	AA	PRINCIPAL EXECUTIVE/MANAGER G	3	3.00	72.00	10,306.00	705,870	36,162			742,032
000	MESNZ7014	AA	PRINCIPAL EXECUTIVE/MANAGER H	1	1.00	24.00	11,362.00	272,688				272,688
000	MESNZ7014	EA	PRINCIPAL EXECUTIVE/MANAGER H	5	5.00	120.00	11,934.00	515,549	429,624	486,907		1,432,080
000	MMN X0118	AA	EXECUTIVE SUPPORT SPECIALIST 1	1	1.00	24.00	3,389.00	81,336				81,336
000	MMN X0862	AA	PROGRAM ANALYST 3	1	1.00	24.00	5,764.00	138,336				138,336
000	MMN X0863	AA	PROGRAM ANALYST 4	1	1.00	24.00	7,343.00			176,232		176,232
000	MMN X0873	AA	OPERATIONS & POLICY ANALYST 4	2	2.00	48.00	7,701.00	184,824	184,824			369,648
000	MMN X1319	AA	HUMAN RESOURCE ASSISTANT	1	1.00	24.00	3,389.00	40,668	40,668			81,336
000	MMN X1320	AA	HUMAN RESOURCE ANALYST 1	2	2.00	48.00	4,523.50	108,564	108,564			217,128
000	MMN X1321	AA	HUMAN RESOURCE ANALYST 2	1	1.00	24.00	5,231.00		96,983	28,561		125,544
000	MMN X1322	AA	HUMAN RESOURCE ANALYST 3	2	2.00	48.00	6,663.00	159,912	159,912			319,824
000	MMN X5618	AA	INTERNAL AUDITOR 3	1	1.00	24.00	5,492.00	131,808				131,808
000	MMN X7008	AA	PRINCIPAL EXECUTIVE/MANAGER E	2	2.00	48.00	6,925.50	194,088	138,336			332,424
000	MMS X0119	AA	EXECUTIVE SUPPORT SPECIALIST 2	1	1.00	24.00	3,389.00			81,336		81,336
000	MMS X7002	AA	PRINCIPAL EXECUTIVE/MANAGER B	1	1.00	24.00	5,764.00	131,419		6,917		138,336
000	MMS X7004	AA	PRINCIPAL EXECUTIVE/MANAGER C	3	3.00	72.00	6,249.33			449,952		449,952

2015-17 Governor's Recommended Budget

Page 1356 of 1374

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 2

REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 000 Department Operation

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
000	MMS	X7006	AA PRINCIPAL EXECUTIVE/MANAGER	D	5	5.00	120.00	7,274.00	520,416		352,464	872,880
000	MMS	X7008	AA PRINCIPAL EXECUTIVE/MANAGER	E	2	2.00	48.00	7,715.00	88,310	282,010		370,320
000	MMS	X7008	EA PRINCIPAL EXECUTIVE/MANAGER	E	3	3.00	72.00	8,386.66	390,000		213,840	603,840
000	MMS	X7008	IA PRINCIPAL EXECUTIVE/MANAGER	E	3	3.00	72.00	9,354.00	673,488			673,488
000	MMS	X7010	AA PRINCIPAL EXECUTIVE/MANAGER	F	4	4.00	96.00	8,917.00	622,763	226,849	6,420	856,032
000	MMS	X7010	EA PRINCIPAL EXECUTIVE/MANAGER	F	11	11.00	264.00	9,161.90	549,756	460,816	1,408,172	2,418,744
000	MMS	X7010	IA PRINCIPAL EXECUTIVE/MANAGER	F	1	1.00	24.00	9,822.00	212,155		23,573	235,728
000	OA	C0103	AA OFFICE SPECIALIST 1		4	4.00	96.00	2,573.50	137,904	109,152		247,056
000	OA	C0104	AA OFFICE SPECIALIST 2		35	33.00	792.00	2,868.58	558,744	358,690	1,374,206	2,291,640
000	OA	C0107	AA ADMINISTRATIVE SPECIALIST 1		15	15.00	360.00	3,090.60	235,930	360,860	515,826	1,112,616
000	OA	C0108	AA ADMINISTRATIVE SPECIALIST 2		13	12.00	288.00	3,453.38	503,008	143,064	362,432	1,008,504
000	OA	C0118	AA EXECUTIVE SUPPORT SPECIALIST 1		6	6.00	144.00	3,270.00	178,644	149,832	142,404	470,880
000	OA	C0119	AA EXECUTIVE SUPPORT SPECIALIST 2		1	1.00	24.00	2,873.00	68,952			68,952
000	OA	C0150	AA STUDENT PROF/TECH WORKER		1	.50	12.00	2,110.00	25,320			25,320
000	OA	C0211	AA ACCOUNTING TECHNICIAN 2		2	1.67	40.00	3,121.50	43,284	77,447	8,013	128,744
000	OA	C0212	AA ACCOUNTING TECHNICIAN 3		3	3.00	72.00	3,368.00	121,248	121,248		242,496
000	OA	C0405	AA MAIL SERVICES ASSISTANT		2	2.00	48.00	2,452.00	58,848	58,848		117,696
000	OA	C0435	AA PROCUREMENT AND CONTRACT ASST		2	2.00	48.00	3,487.50	8,584	80,608	78,208	167,400
000	OA	C0436	AA PROCUREMENT & CONTRACT SPEC 1		3	3.00	72.00	4,059.66	45,372	45,372	201,552	292,296
000	OA	C0437	AA PROCUREMENT & CONTRACT SPEC 2		2	2.00	48.00	5,415.00	129,960	82,964	46,996	259,920
000	OA	C0855	AA PROJECT MANAGER 2		1	1.00	24.00	4,791.00	57,492		57,492	114,984
000	OA	C0856	AA PROJECT MANAGER 3		2	2.00	48.00	5,415.00	204,221		55,699	259,920
000	OA	C0860	AA PROGRAM ANALYST 1		1	1.00	24.00	4,358.00	35,980	68,612		104,592
000	OA	C0861	AA PROGRAM ANALYST 2		5	4.50	108.00	4,749.50	357,268	140,768	36,096	534,132
000	OA	C0862	AA PROGRAM ANALYST 3		4	4.00	96.00	5,435.00	141,238	262,776	138,530	542,544

2015-17 Governor's Recommended Budget

Page 1357 of 1374

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 3

REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 000 Department Operation

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
000	OA	C0863	AA PROGRAM ANALYST 4	2	1.50	36.00	5,028.00		181,008			181,008
000	OA	C0870	AA OPERATIONS & POLICY ANALYST 1	1	1.00	24.00	4,791.00			114,984		114,984
000	OA	C0871	AA OPERATIONS & POLICY ANALYST 2	4	4.00	96.00	5,106.60	92,621	69,624	340,891		503,136
000	OA	C0872	AA OPERATIONS & POLICY ANALYST 3	4	4.00	96.00	5,795.80	252,000		282,912		534,912
000	OA	C1115	AA RESEARCH ANALYST 1	1	1.00	24.00	3,001.00	72,024				72,024
000	OA	C1116	AA RESEARCH ANALYST 2	2	2.00	48.00	3,607.00	43,284		129,852		173,136
000	OA	C1117	AA RESEARCH ANALYST 3	3	3.00	72.00	4,572.66	32,897		296,335		329,232
000	OA	C1118	AA RESEARCH ANALYST 4	9	8.00	192.00	5,388.00	777,370		271,454		1,048,824
000	OA	C1216	AA ACCOUNTANT 2	2	2.00	48.00	4,358.00	104,592	104,592			209,184
000	OA	C1217	AA ACCOUNTANT 3	1	1.00	24.00	5,802.00	69,624	69,624			139,248
000	OA	C1218	AA ACCOUNTANT 4	2	2.00	48.00	5,678.50	136,284	136,284			272,568
000	OA	C1243	AA FISCAL ANALYST 1	1	1.00	24.00	3,607.00	43,284	43,284			86,568
000	OA	C1244	AA FISCAL ANALYST 2	6	6.00	144.00	5,399.50	120,114	95,148	562,266		777,528
000	OA	C1245	AA FISCAL ANALYST 3	2	2.00	48.00	5,160.00	123,840	123,840			247,680
000	OA	C1483	IA INFO SYSTEMS SPECIALIST 3	2	1.04	25.00	3,813.00	70,293		29,034		99,327
000	OA	C1484	IA INFO SYSTEMS SPECIALIST 4	8	7.50	180.00	4,722.62	701,220		148,644		849,864
000	OA	C1485	IA INFO SYSTEMS SPECIALIST 5	6	6.00	144.00	5,041.50	361,032	127,128	237,816		725,976
000	OA	C1486	IA INFO SYSTEMS SPECIALIST 6	4	4.00	96.00	5,948.50	414,888		156,168		571,056
000	OA	C1487	IA INFO SYSTEMS SPECIALIST 7	12	11.25	270.00	6,486.16	1,270,482	227,640	264,096		1,762,218
000	OA	C1488	IA INFO SYSTEMS SPECIALIST 8	8	8.00	192.00	7,579.25	1,041,713		413,503		1,455,216
000	OA	C2300	AA EDUCATION PROGRAM SPECIALIST 1	5	4.08	98.00	5,931.00	89,874		516,444		606,318
000	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	73	70.45	1690.62	7,031.64	2,992,889	1,740,548	7,215,441		11,948,878
000	OA	C2511	AA ELECTRONIC PUB DESIGN SPEC 2	1	1.00	24.00	4,358.00	53,342		51,250		104,592
000	OA	C5246	AA COMPLIANCE SPECIALIST 1	4	3.50	84.00	3,943.25	52,296	187,392	86,568		326,256
000	OA	C5247	AA COMPLIANCE SPECIALIST 2	45	42.50	1020.00	4,997.82	1,517,340	126,648	3,484,290		5,128,278

2015-17 Governor's Recommended Budget

Page 1358 of 1374

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 4

REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 000 Department Operation

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
000	OA	C5950	AA CHILD NUTRITION SPECLST	17	17.00	408.00	5,549.41	105,923		2,158,237		2,264,160
000	UA	C0103	AA OFFICE SPECIALIST 1	1	.50	12.00	2,181.00		26,172			26,172
000	UA	C0107	AA ADMINISTRATIVE SPECIALIST 1	1	1.00	24.00	3,609.00	64,962	21,654			86,616
000	UA	C0108	AA ADMINISTRATIVE SPECIALIST 2	1	1.00	24.00	3,973.00	47,676	47,676			95,352
000	UA	C0119	AA EXECUTIVE SUPPORT SPECIALIST 2	1	1.00	24.00	3,973.00	95,352				95,352
000	UA	C0861	AA PROGRAM ANALYST 2	2	1.50	36.00	4,162.00	149,832				149,832
000	UA	C0862	AA PROGRAM ANALYST 3	3	3.00	72.00	5,247.66	262,848		114,984		377,832
000	UA	C0872	AA OPERATIONS & POLICY ANALYST 3	1	1.00	24.00	4,791.00	114,984				114,984
000	UA	C1217	AA ACCOUNTANT 3	1	1.00	24.00	5,277.00	126,648				126,648
000	UA	C1244	AA FISCAL ANALYST 2	1	1.00	24.00	5,530.00	66,360	66,360			132,720
000	UA	C1487	IA INFO SYSTEMS SPECIALIST 7	1	1.00	24.00	5,463.00	131,112				131,112
000				405	389.49	9347.62	5,125.90	21,045,411	8,038,435	23,438,049		52,521,895

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 5

REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 107 Department Operation

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
107	MESNZ7014	EA	PRINCIPAL EXECUTIVE/MANAGER	H	.00	.00	11,934.00	71,604		71,604-		
107	MMN X7008	IA	PRINCIPAL EXECUTIVE/MANAGER	E	1	1.00	24.00	6,663.00	159,912			159,912
107	MMS X7008	EA	PRINCIPAL EXECUTIVE/MANAGER	E	1-	1.00-	24.00-	7,340.00	176,160-			176,160-
107	MMS X7010	EA	PRINCIPAL EXECUTIVE/MANAGER	F	2	2.00	48.00	8,758.50	66,624	308,400		375,024
107	OA C0104	AA	OFFICE SPECIALIST 2		.00	.00	2,541.00	37,456-	99,369	61,913-		
107	OA C0107	AA	ADMINISTRATIVE SPECIALIST 1		.00	.00	3,060.50		73,369-	64,609		8,760-
107	OA C0436	AA	PROCUREMENT & CONTRACT SPEC 1	1-	1.00-	24.00-	4,791.00			114,984-		114,984-
107	OA C0437	AA	PROCUREMENT & CONTRACT SPEC 2	1-	1.00-	24.00-	5,028.00	60,336-	60,336-			120,672-
107	OA C0438	AA	PROCUREMENT & CONTRACT SPEC 3	2	2.00	48.00	5,152.50	43,060	83,588	120,672		247,320
107	OA C0861	AA	PROGRAM ANALYST 2	3-	3.00-	72.00-	4,575.42	242,284-	90,836-	36,096-		369,216-
107	OA C0862	AA	PROGRAM ANALYST 3	3	3.00	72.00	5,779.20	509,760	153,120-	30,624		387,264
107	OA C0863	AA	PROGRAM ANALYST 4	1	1.00	24.00	6,691.00		160,584			160,584
107	OA C0872	AA	OPERATIONS & POLICY ANALYST 3	1-	1.00-	24.00-	5,199.00	194,508-	57,492	7,344-		144,360-
107	OA C0873	AA	OPERATIONS & POLICY ANALYST 4	2	2.00	48.00	5,665.50	203,958		67,986		271,944
107	OA C1116	AA	RESEARCH ANALYST 2	1	1.00	24.00	3,290.00		78,960			78,960
107	OA C1118	AA	RESEARCH ANALYST 4		1.00	24.00	4,791.00	28,746		86,238		114,984
107	OA C1483	IA	INFO SYSTEMS SPECIALIST 3		.96	23.00	3,639.00	3,311-		87,008		83,697
107	OA C1486	IA	INFO SYSTEMS SPECIALIST 6	2	2.00	48.00	4,711.00			226,128		226,128
107	OA C1487	IA	INFO SYSTEMS SPECIALIST 7	2	2.00	48.00	5,411.00	143,760-	162,802	212,894		231,936
107	OA C1488	IA	INFO SYSTEMS SPECIALIST 8	1	1.00	24.00	6,235.00	149,640				149,640
107	OA C2301	AA	EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	7,095.64	456,478	234,338	604,176-		86,640
107	OA C5950	AA	CHILD NUTRITION SPECLST		.00	.00	5,219.00	105,923-		64,595		41,328-
107					11	12.96	311.00	5,511.16	566,132	967,784	64,637	1,598,553

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL
 REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF
 AGENCY:58100 DEPT OF EDUCATION
 SUMMARY XREF:100-00-00 108 Department Operation

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 6
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
108	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	5,529.00	132,696				132,696
108				1	1.00	24.00	5,529.00	132,696				132,696

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 7

REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 109 Department Operation

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
109	MESNZ7012	AA	PRINCIPAL EXECUTIVE/MANAGER G	1-	1.00-	24.00-	10,306.00	247,344-				247,344-
109	MESNZ7014	EA	PRINCIPAL EXECUTIVE/MANAGER H	1	1.00	24.00	11,934.00	286,416				286,416
109	MMN X1319	AA	HUMAN RESOURCE ASSISTANT		.00	.00	3,389.00					
109	MMN X1320	AA	HUMAN RESOURCE ANALYST 1		.00	.00	4,523.50					
109	MMN X1321	AA	HUMAN RESOURCE ANALYST 2		.00	.00	5,231.00					
109	MMN X1322	AA	HUMAN RESOURCE ANALYST 3		.00	.00	6,663.00					
109	MMN X1339	AA	TRAINING & DEVELOPMENT SPEC 2	1	1.00	24.00	4,518.00	108,432				108,432
109	MMS X0873	AA	OPERATIONS & POLICY ANALYST 4	1	1.00	24.00	7,343.00	176,232				176,232
109	MMS X7006	AA	PRINCIPAL EXECUTIVE/MANAGER D	1-	1.00-	24.00-	6,998.00	167,952-				167,952-
109	MMS X7010	AA	PRINCIPAL EXECUTIVE/MANAGER F		.00	.00	8,917.00					
109				1	1.00	24.00	6,364.15	155,784				155,784

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 8

REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 151 Department Operation

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
151	MESNZ7006	AA	PRINCIPAL EXECUTIVE/MANAGER D	1-	1.00-	24.00-	6,998.00		167,952-			167,952-
151	MESNZ7008	AA	PRINCIPAL EXECUTIVE/MANAGER E	1	1.00	24.00	7,343.00	176,232				176,232
151	MMN X0118	AA	EXECUTIVE SUPPORT SPECIALIST 1	1	1.00	24.00	2,683.00	64,392				64,392
151	MMN X0862	AA	PROGRAM ANALYST 3	1-	1.00-	24.00-	5,764.00	138,336-				138,336-
151	MMN X0863	AA	PROGRAM ANALYST 4	1	1.00	24.00	6,046.00	145,104				145,104
151	MMN X0873	AA	OPERATIONS & POLICY ANALYST 4	1	1.00	24.00	5,764.00	138,336				138,336
151	UA C0103	AA	OFFICE SPECIALIST 1	1-	.50-	12.00-	2,181.00		26,172-			26,172-
151	UA C0862	AA	PROGRAM ANALYST 3	1-	1.00-	24.00-	4,791.00			114,984-		114,984-
151	UA C5248	AA	COMPLIANCE SPECIALIST 3	1	1.00	24.00	4,791.00			114,984		114,984
151				1	1.50	36.00	5,151.22	385,728	194,124-			191,604

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 9

REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 160 Department Operation

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
160	MESNZ7010	AA	PRINCIPAL EXECUTIVE/MANAGER F	1	1.00	24.00	6,351.00	152,424				152,424
160	MMN X0862	AA	PROGRAM ANALYST 3	1	1.00	24.00	4,979.00	119,496				119,496
160	OA C2301	AA	EDUCATION PROGRAM SPECIALIST 2	5	5.00	120.00	5,529.00	663,480				663,480
160				7	7.00	168.00	5,567.85	935,400				935,400

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 10

REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 189 Department Operation

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
189	MMN	X7010	AA PRINCIPAL EXECUTIVE/MANAGER F	2	2.00	48.00	6,351.00	304,848				304,848
189				2	2.00	48.00	6,351.00	304,848				304,848

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 11

REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 198 Department Operation

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
198	MMN	X7010	AA PRINCIPAL EXECUTIVE/MANAGER F	8	7.04	168.00	6,351.00	1,066,968				1,066,968
198				8	7.04	168.00	6,351.00	1,066,968				1,066,968

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 12

REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 200 Department Operation

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
200	MESNZ0119	AA	EXECUTIVE SUPPORT SPECIALIST	2	1	1.00	24.00	3,072.00	18,432		55,296	73,728
200	MESNZ7010	AA	PRINCIPAL EXECUTIVE/MANAGER	F	1	1.00	24.00	6,351.00	152,424			152,424
200	MMS X0866	AA	PUBLIC AFFAIRS SPECIALIST	3	1	1.00	24.00	5,492.00	32,952		98,856	131,808
200	MMS X7010	AA	PRINCIPAL EXECUTIVE/MANAGER	F	1	1.00	24.00	6,351.00	38,106		114,318	152,424
200	OA C0856	AA	PROJECT MANAGER	3	1	.75	18.00	5,028.00			90,504	90,504
200	OA C0863	AA	PROGRAM ANALYST	4	3	2.50	60.00	5,028.00	30,168		271,512	301,680
200	OA C0872	AA	OPERATIONS & POLICY ANALYST	3	2	1.75	42.00	4,791.00			201,222	201,222
200	OA C0873	AA	OPERATIONS & POLICY ANALYST	4	1	1.00	24.00	5,277.00	31,662		94,986	126,648
200	OA C1118	AA	RESEARCH ANALYST	4	1	.38	9.00	4,791.00			43,119	43,119
200	OA C1486	IA	INFO SYSTEMS SPECIALIST	6	1	.75	18.00	4,711.00			84,798	84,798
200	OA C1488	IA	INFO SYSTEMS SPECIALIST	8	2	1.50	36.00	5,684.00			204,624	204,624
200	OA C2301	AA	EDUCATION PROGRAM SPECIALIST	2	1	.75	18.00	5,529.00			99,522	99,522
200	OA C2511	AA	ELECTRONIC PUB DESIGN SPEC	2	1	.75	18.00	3,139.00			56,502	56,502
200					17	14.13	339.00	5,045.58	303,744		1,415,259	1,719,003

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 13

REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:100-00-00 204 Department Operation

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
204	OA	C0861	AA PROGRAM ANALYST 2	4	4.00	96.00	4,161.00	99,864		299,592		399,456
204	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1	1.00	24.00	5,529.00	33,174		99,522		132,696
204				5	5.00	120.00	4,434.60	133,038		399,114		532,152
				458	441.12	10585.62	5,234.77	25,029,749	8,812,095	25,317,059		59,158,903

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 14

REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:200-00-00 000 OSD

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
000	MMS	X0119	AA EXECUTIVE SUPPORT SPECIALIST 2	1	1.00	24.00	4,111.00	98,664				98,664
000	MMS	X4046	AA MAINTENANCE & OPERATIONS SUPV	1	1.00	24.00	6,046.00		145,104			145,104
000	MMS	X6240	AA SUPERVISING RN	1	.92	22.00	7,701.00	169,422				169,422
000	MMS	X6769	AA DORMITORY COUNSELOR SUPERVISOR	2	1.84	44.00	4,860.50	213,862				213,862
000	MMS	X7000	AA PRINCIPAL EXECUTIVE/MANAGER A	1	1.00	24.00	5,231.00	125,544				125,544
000	MMS	X9107	AA FOOD SERVICE MANAGER 2	1	.92	22.00	4,742.00	104,324				104,324
000	MNSNZ	7010	EA PRINCIPAL EXECUTIVE/MANAGER F	1	1.00	24.00	8,393.00	201,432				201,432
000	MNSNZ	7544	BA SUPV TEACHER SPEC SCHOOLS-MA	1	1.00	24.00	5,714.00	137,136				137,136
000	MNSNZ	7544	DA SUPV TEACHER SPEC SCHOOLS-MA	1	1.00	24.00	6,212.00	149,088				149,088
000	OA	C0103	AA OFFICE SPECIALIST 1	2	2.00	48.00	2,558.00	46,301	56,640	19,843		122,784
000	OA	C0104	AA OFFICE SPECIALIST 2	2	2.00	48.00	3,290.00	157,920				157,920
000	OA	C0108	AA ADMINISTRATIVE SPECIALIST 2	1	.56	13.50	3,139.00	42,377				42,377
000	OA	C0759	AA SUPPLY SPECIALIST 2	1	1.00	24.00	3,781.00	90,744				90,744
000	OA	C1485	IA INFO SYSTEMS SPECIALIST 5	1	1.00	24.00	5,545.00	133,080				133,080
000	OA	C2302	AA TEACHING ASSISTANT	5	3.66	88.08	2,887.80	162,738	30,250	60,020		253,008
000	OA	C4009	AA ELECTRICIAN 3	1	1.00	24.00	6,080.00	145,920				145,920
000	OA	C4014	AA FACILITY OPERATIONS SPEC 1	1	1.00	24.00	5,028.00	120,672				120,672
000	OA	C4033	AA FACILITY ENERGY TECHNICIAN 2	4	4.00	96.00	4,161.00	199,728	199,728			399,456
000	OA	C4101	AA CUSTODIAN	1	.92	22.00	2,188.00	48,136				48,136
000	OA	C4110	AA GROUNDS MAINTENANCE WORKER 2	2	2.00	48.00	3,607.00	101,285	71,851			173,136
000	OA	C4403	AA TRANSPORTER	1	.58	14.00	2,435.00	34,090				34,090
000	OA	C6135	AA LICENSED PRACTICAL NURSE	2	1.66	39.92	3,856.50	75,340	78,604			153,944
000	OA	C6767	AA DORMITORY COUNSELOR 1	3	2.26	54.08	3,218.66	151,800	27,780			179,580
000	OA	C6768	AA DORMITORY COUNSELOR 2	11	9.77	233.76	3,634.09	727,650	123,372			851,022
000	OA	C9100	AA FOOD SERVICE WORKER 1	1	.42	10.08	2,360.00	23,789				23,789

2015-17 Governor's Recommended Budget

Page 1369 of 1374

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL
 REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF
 AGENCY:58100 DEPT OF EDUCATION
 SUMMARY XREF:200-00-00 000 OSD

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 15
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
000	OA	C9101	AA FOOD SERVICE WORKER 2	2	1.25	30.08	2,314.00	70,061				70,061
000	OA	C9116	AA COOK 1	1	.83	20.00	2,538.00	50,760				50,760
000	OA	C9117	AA COOK 2	1	.83	20.00	3,607.00	72,140				72,140
000	RE	U7546	BA TEACHER SPECIAL SCHOOLS-MA	15	15.00	360.00	4,607.80	1,658,808				1,658,808
000	RE	U7546	CA TEACHER SPECIAL SCHOOLS-MA	3	3.00	72.00	4,753.33	342,240				342,240
000	RE	U7546	DA TEACHER SPECIAL SCHOOLS-MA	9	8.66	208.00	4,939.11	844,871	116,373	68,196		1,029,440
000	UA	U7546	BA TEACHER SPECIAL SCHOOLS-MA	2	2.00	48.00	2,730.00	131,040				131,040
000				82	75.08	1801.50	4,144.21	6,630,962	849,702	148,059		7,628,723

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL
 REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF
 AGENCY:58100 DEPT OF EDUCATION
 SUMMARY XREF:200-00-00 107 OSD

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 16
 2015-17
 PROD FILE
 PICS SYSTEM: BUDGET PREPARATION

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
107	OA	C9100 AA	FOOD SERVICE WORKER 1	1	1.00	24.00	2,110.00		50,640			50,640
107	RE	U7546 DA	TEACHER SPECIAL SCHOOLS-MA		.17	4.00	5,683.00	9,093		13,639		22,732
107				1	1.17	28.00	4,492.00	9,093	50,640	13,639		73,372
				83	76.25	1829.50	4,156.49	6,640,055	900,342	161,698		7,702,095

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 17

REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:250-00-00 000 Youth Corrections Ed

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
000	OA	C0104	AA OFFICE SPECIALIST 2	2	2.00	48.00	2,862.50		137,400			137,400
000	OA	C2302	AA TEACHING ASSISTANT	2	2.00	48.00	2,634.50		126,456			126,456
000				4	4.00	96.00	2,748.50		263,856			263,856

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 18

REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:250-00-00 111 Youth Corrections Ed

PKG	CLASS	COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
111	OA	C0104 AA	OFFICE SPECIALIST 2	1-	1.00-	24.00-	2,435.00		58,440-			58,440-
111	OA	C2302 AA	TEACHING ASSISTANT	1-	1.00-	24.00-	2,268.00		54,432-			54,432-
111				2-	2.00-	48.00-	2,351.50		112,872-			112,872-
				2	2.00	48.00	2,616.16		150,984			150,984
				543	519.37	12463.12	5,077.35	31,669,804	9,863,421	25,478,757		67,011,982

OREGON DEPARTMENT OF EDUCATION

01/21/15 REPORT NO.: PPDPLBUDCL

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

PAGE 19

REPORT: SUMMARY LIST BY PKG BY SUMMARY XREF

2015-17

PROD FILE

AGENCY:58100 DEPT OF EDUCATION

PICS SYSTEM: BUDGET PREPARATION

SUMMARY XREF:250-00-00 111 Youth Corrections Ed

PKG	CLASS COMP	DESCRIPTION	POS CNT	FTE	MOS	AVERAGE RATE	GF SAL	OF SAL	FF SAL	LF SAL	AF SAL
			543	519.37	12463.12	5,077.35	31,669,804	9,863,421	25,478,757		67,011,982