



*Presentation to the Education Subcommittee of the
Joint Committee on Ways and Means*

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March 2015

Proposed Presentation Schedule

Day 1	Overview of Agency: Responsibilities; Major Education Changes; Budget Overview; Strategic Plan
Day 2	ODE Operations
Day 3	Early Learning Division
Day 4	Youth Development Division
Day 5	State School Fund
Day 6	Other Major Programs
Day 7	Other Major Programs, cont.
Day 8	Public Testimony



A Snapshot of the Oregon Department of Education

- Created by the Legislature in Oregon Revised Statutes (ORS) 326.111
- Headed up by a Superintendent of Public Instruction (now the Governor), who appoints a deputy
- Directed by a State Board of Education, established in ORS 326.021
- Oregon Revised Statutes chapters 326 to 348 have provisions granting authorities, roles and responsibilities to ODE and the State Board; Oregon Administrative Rules Chapter 581 contain rules adopted by the Board.
- ODE also has major roles and responsibilities under federal education laws.
- ODE is a key contributor in implementing the State's 40/40/20 vision (ORS 351.009) and integrating the P-20 system.

ODE's Responsibilities Under State and Federal Law: Many and Varied

These include:

- With the State Board of Education, adopting rules for the governance of P-12 schools
- Developing and adopting state academic content standards
- Guiding school improvement efforts to improve student performance
- Supporting standards-based teaching and learning through professional development
- Developing and administering Oregon's statewide student assessment (testing) system
- Reporting school, district and student performance
- Operating the Oregon School for the Deaf



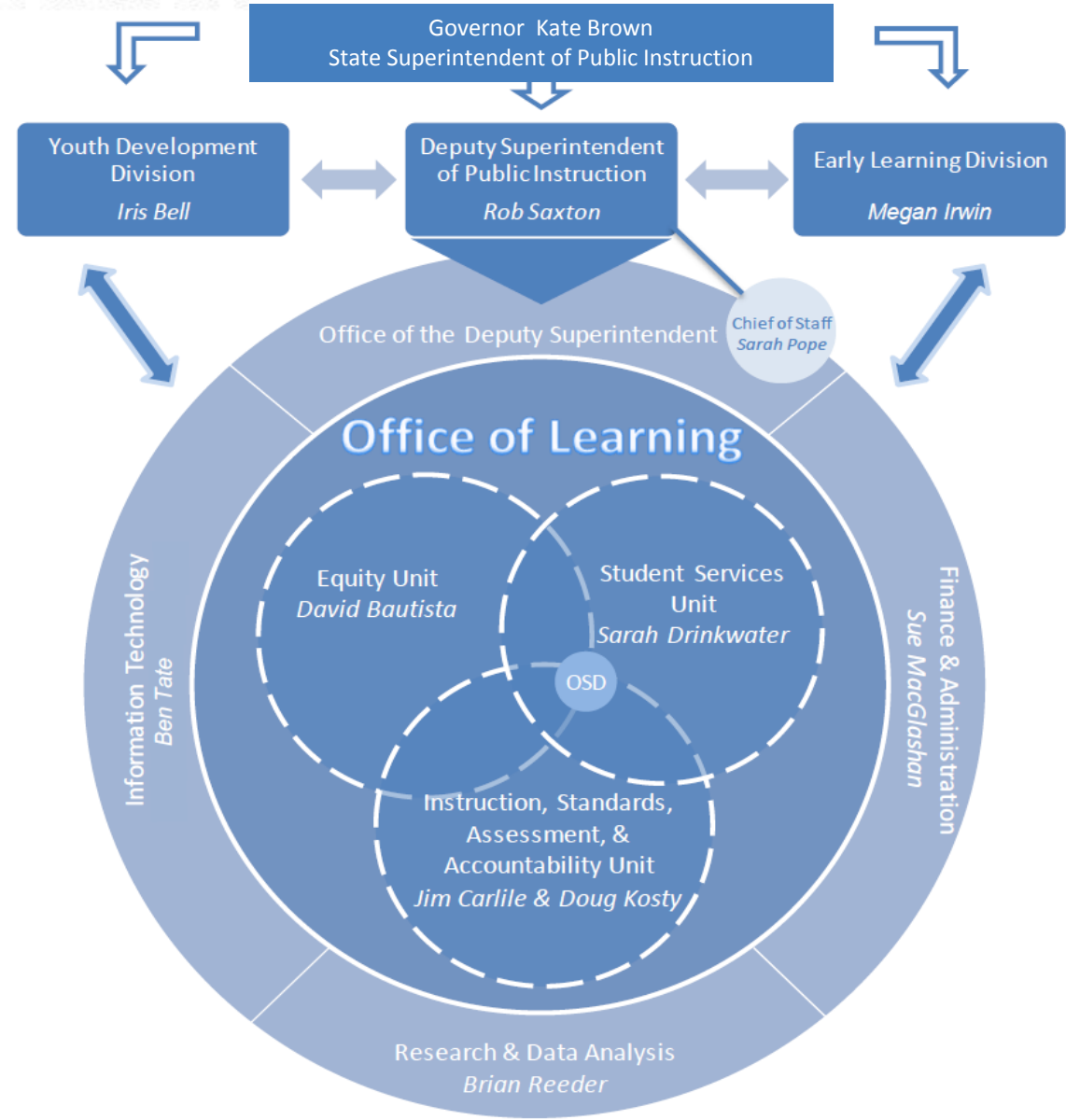
Responsibilities Under State and Federal Law, cont.

- Ensuring delivery of education and education-related services to students in Oregon youth correctional facilities, long-term care and treatment programs, hospital settings, regional and early childhood programs
- Ensuring students with disabilities are served as required under state and federal laws
- Helping districts comply with federal law through monitoring and technical assistance
- Administering the State School Fund, which provides operational funds to Oregon's 197 school districts and 19 education service districts (ESDs)
- Ensuring school buses transporting Oregon's students are safe and drivers are trained
- Ensuring healthy nutritious meals are served to Oregon's schoolchildren in various settings
- ...and much more....



Our Customers

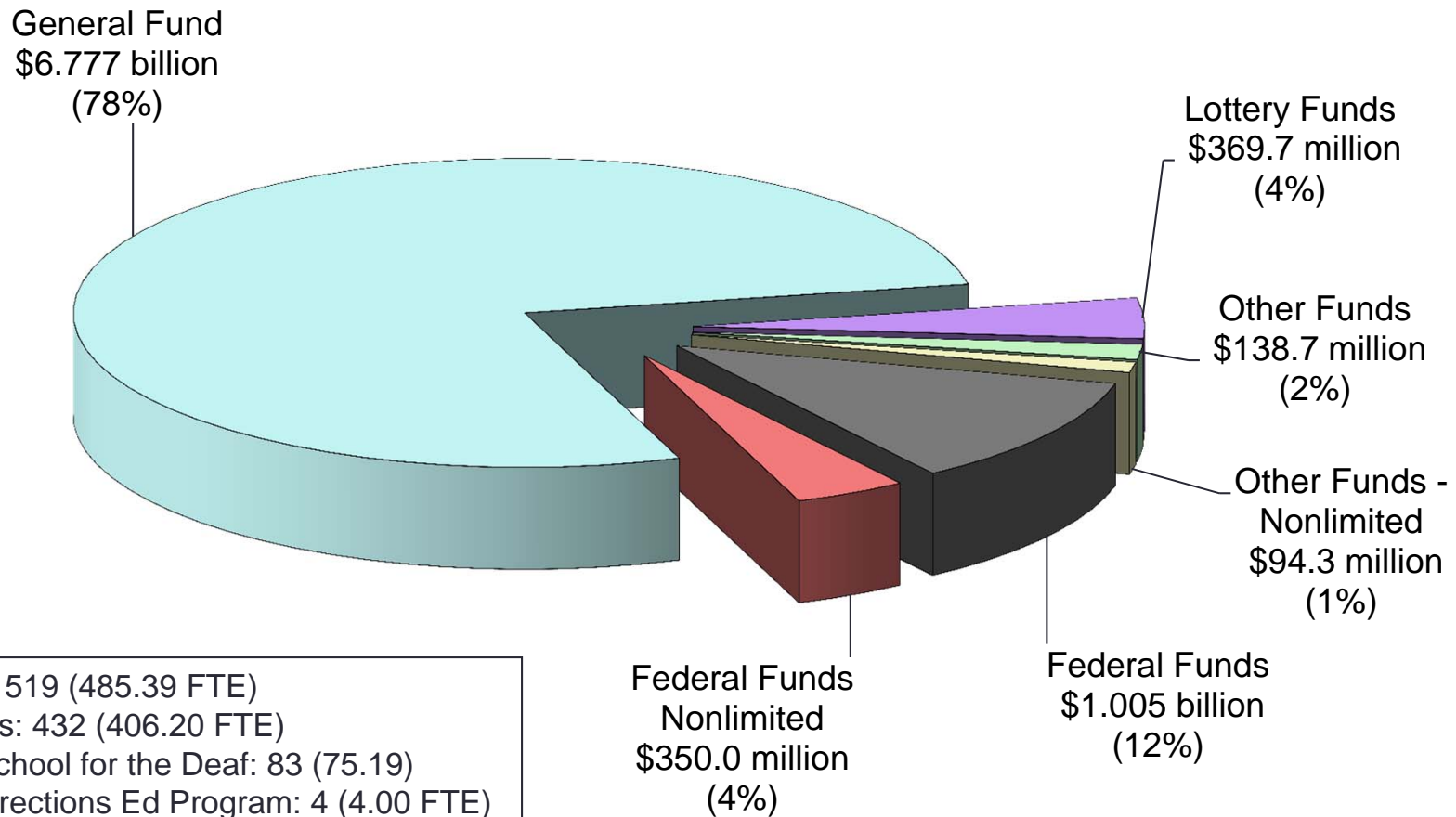
- 230,000 children under age 5
- 4,420 licensed child care facilities
- Approximately 570,000 students in K-12
- 17,127 youth ages 6-20 in Oregon through Youth Development Division programs
- 197 school districts and 19 education service districts
- 1,266 schools
- Approximately 70,000 teachers, administrators and other local employees
- Plus stakeholders such as business community partners, education advocacy groups, the Legislature, other state agencies, the tribes, non-profits, parents and the general public





2013-15 Legislatively Approved (LAB) Budget By Fund Type

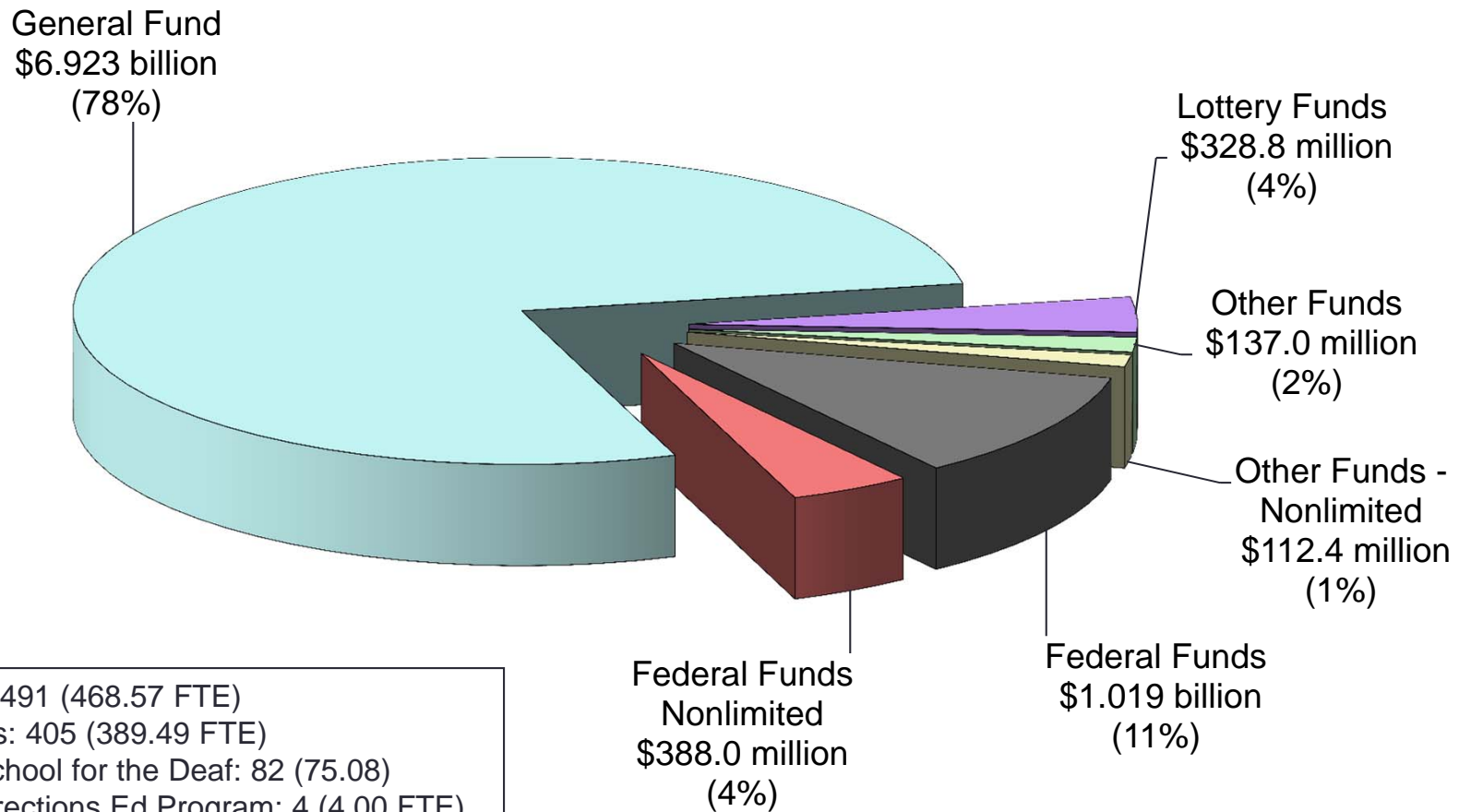
\$8.735 Billion All Funds



Positions: 519 (485.39 FTE)
 Operations: 432 (406.20 FTE)
 Oregon School for the Deaf: 83 (75.19)
 Youth Corrections Ed Program: 4 (4.00 FTE)

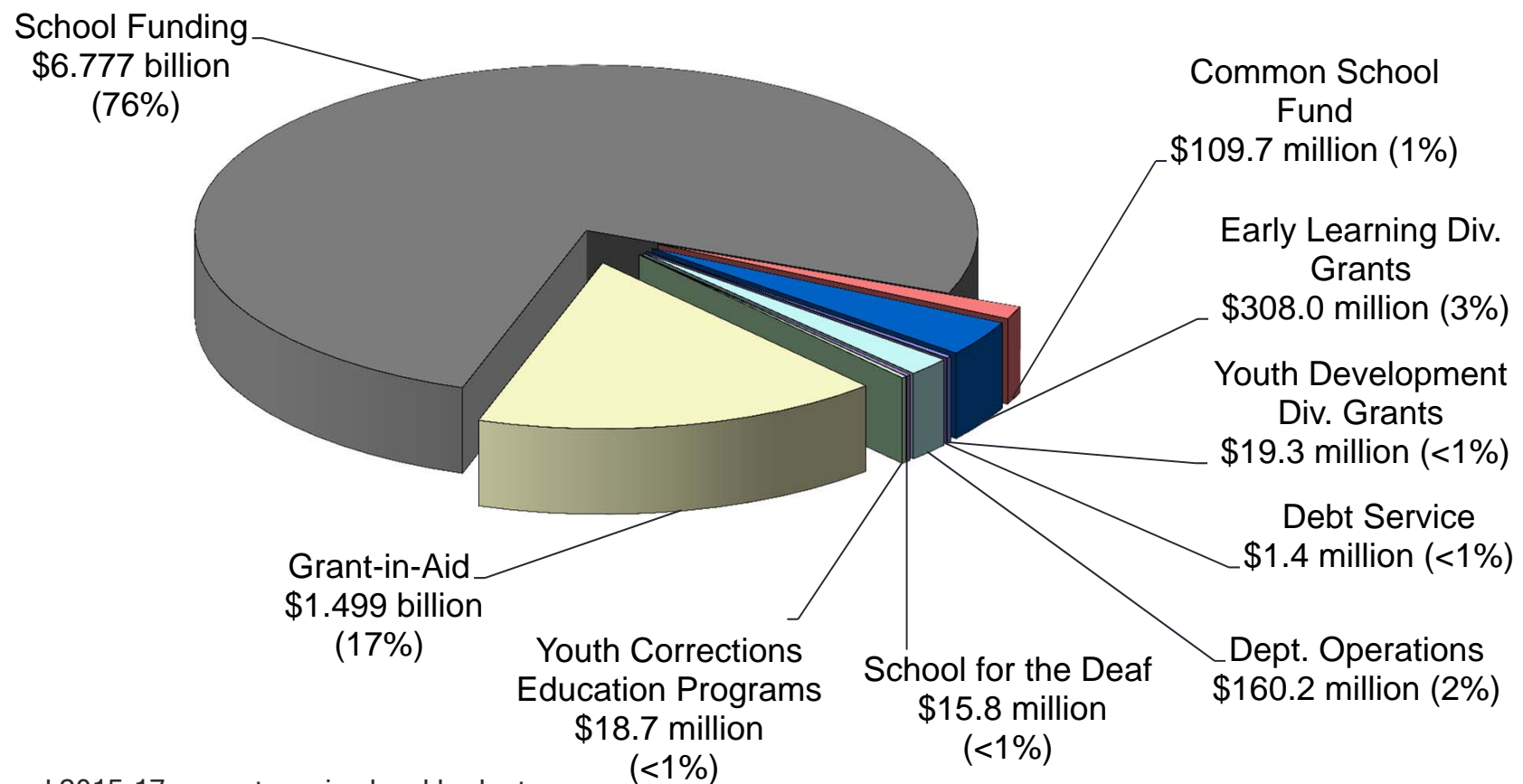
2015-17 Current Service Level (CSL) Budget By Fund Type

\$8.908 Billion All Funds



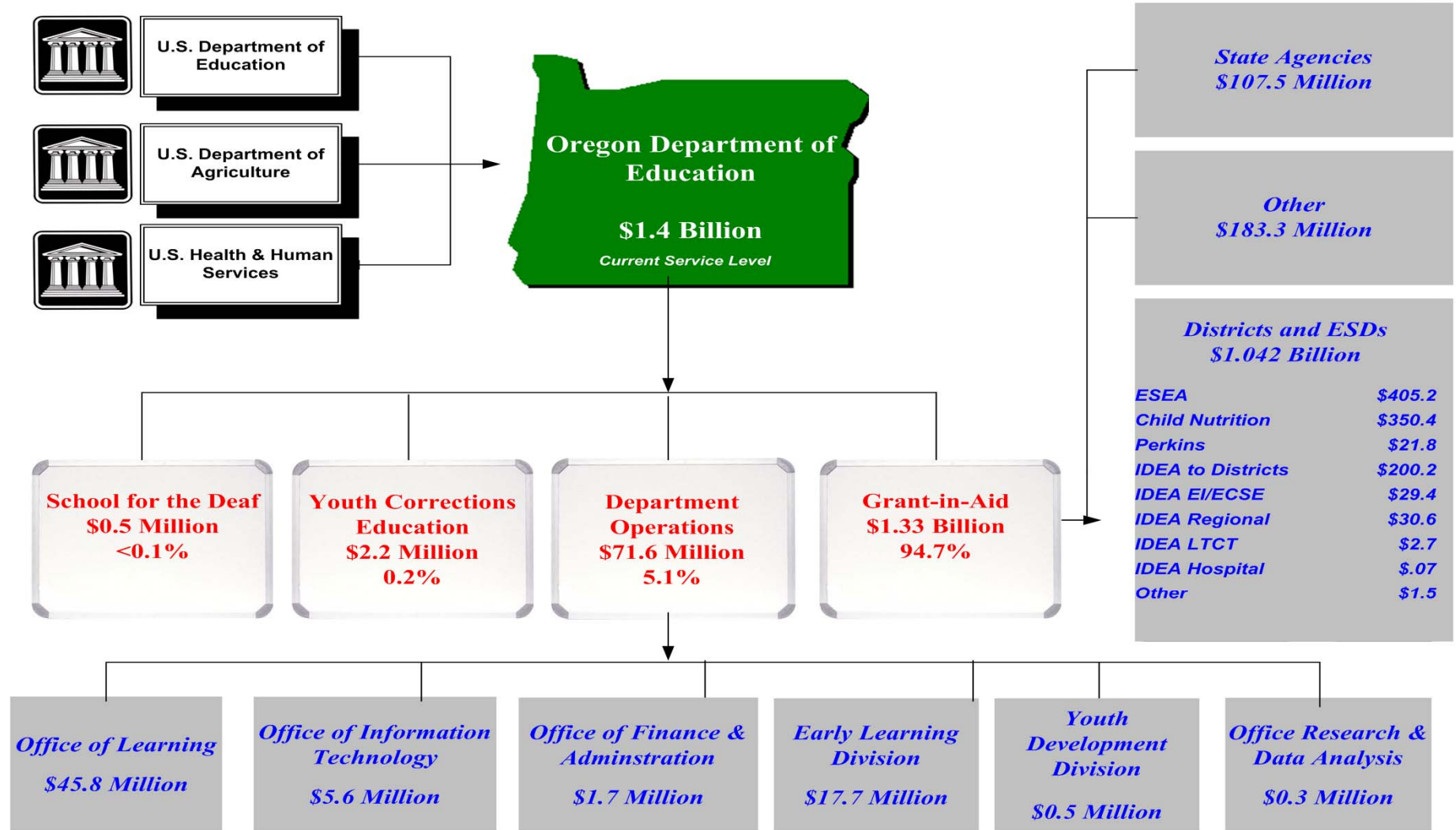
Positions: 491 (468.57 FTE)
 Operations: 405 (389.49 FTE)
 Oregon School for the Deaf: 82 (75.08)
 Youth Corrections Ed Program: 4 (4.00 FTE)

About 98% of ODE's Budget is Distributed to Schools and Programs that Serve Students and Others Locally*



*Based 2015-17 current service level budget

Federal Funds Are a Significant Source of Funding





Recent Changes in Education



New in 2013-15: Early Learning Division

- Early Learning Council created by the Legislature in 2011 in SB 909; made permanent by HB 4165 (2012)
- Established to assist the Oregon Education Investment Board (OEIB) in overseeing a unified system of early learning services for the purpose of ensuring children enter school ready to learn
- Early Learning Division within ODE created by HB 3234 (2013)
- Headed by an Early Learning System Director appointed by the Governor
- Oregon Revised Statutes chapters 326, 329A and 417 have provisions granting authorities, roles and responsibilities to the council and division; Oregon Administrative Rules Chapter 414 contains rules adopted by the Council.



New in 2013-15: Youth Development Division

- Youth Development Council created by the Legislature in 2012 in HB 4165
- Established to assist the OEIB in providing services to school-age children through age 20 in a manner supporting academic success and reducing criminal involvement
- Youth Development Division within ODE created by HB 3231 (2013)
- Headed by a Youth Development Division Director appointed by the Governor
- Oregon Revised Statutes chapter 417 has provisions granting authorities, roles and responsibilities to the council and division; Oregon Administrative Rules Chapter 423 contains rules adopted by the Council.



Education in Oregon is Experiencing Major Changes

- **SB 253 (2011)** - Sets a statewide “40/40/20” education goal for Oregon. As of 2025, every Oregon student should earn a high school diploma or its equivalent; 80% will continue their education with one-half earning an associate’s degree or professional or technical certificate and one-half earning a bachelor’s degree or more.
- **SB 552 (2011)** - Makes the Governor the Superintendent of Public Instruction upon the departure of the previous incumbent. The Governor took over this role on July 1, 2012 and, as provided by the legislation, appointed a deputy superintendent in July 2012 to oversee the Oregon Department of Education.
- **SB 909 (2011)** - Establishes the Oregon Education Investment Board, which is charged with overseeing the creation of a unified public education system from early childhood through post-secondary education. The bill also provides for a Chief Education Officer to help the Board carry out its functions, which include “...ensuring all public school students in this state reach the education outcomes established for the state.” The Chief Education Officer was appointed in May 2012.



Major Education Changes, cont.

- **SB 1581 (2012)** - Gives authority to the Chief Education Officer to direct and control the education agencies for the purpose of creating the seamless P-20 system. It directs all K-12 school districts, ESDs, community colleges, the Oregon University System, and OHSU's education programs to enter into "Achievement Compacts."
- **SB 290 (2011)** - Requires districts implement - by July 1, 2013 - a new system for evaluating teachers and administrators. It requires districts to adopt the core standards for evaluations but allows for some customization.
- **SB 248 (2011)** - Allows districts that offer full-day kindergarten to collect full school funding weight starting in the 2015-16 school year
- **HB 3362 (2011)** - Establishes the Career and Technical Education Revitalization Grant Program to enhance collaboration between education providers and employers



Major Education Changes, cont.

- **HB 3231 (2013)** - Establishes the Youth Development Division within ODE

- **HB 3234 (2013)** - Establishes the Early Learning Division within ODE

- **HB 3232 (2013)** - Directs strategic investments in education in three areas: Oregon Early Reading Program, Guidance and Support of Post-Secondary Aspirations, and Connecting to the World of Work

- **HB 3233 (2013)** - Establishes the Network of Quality Teaching and Learning



Major Education Changes, cont.

- **Elementary and Secondary Education Act (ESEA) Waiver** - Approved by the U.S. Department of Education in July 2012, this waiver is intended to provide relief from federal ESEA requirements that impede progress in improving student performance. Oregon's approval is "conditional."

- The waiver has the following key components:
 - ✓ Accountability through achievement compacts and a new Oregon school report card;
 - ✓ Targeted school improvement efforts in focus, model and priority schools;
 - ✓ Teacher and administrator evaluations (ultimately aligned with SB 290 efforts);
and
 - ✓ Adoption of college and career ready standards with standardized assessment.



Major Education Changes, cont.

- **Common Core State Standards (CCSS) Initiative** - More than forty states, including Oregon, have committed to this state-led process to develop a common core of state standards in English language arts and mathematics. Oregon has been involved since 2009.

Common standards will create consistent expectations for students across all states and territories, helping to support students who transition between states while also preparing students with the knowledge and skills they need to be college-and-career-ready and to succeed and compete globally.

- **Standardized Assessment: Smarter Balanced** - Oregon is a participant in a multi-state consortium of about twenty states - known as the Smarter Balanced Assessment Consortium (SBAC) - working to develop “next generation” assessments aligned to the Common Core State Standards. Assessments will be designed to accurately measure students’ progress toward college-and-career readiness.

Smarter Balanced is expected to be fully operational in the 2014-15 school year.



Why All These Changes?

Because:

- Over 45,000 children are born each year at-risk for not being able to learn - only 1/2 receive any services to ensure they enter kindergarten ready to learn.
- Only 72% of Oregon high school students graduate with a diploma - putting Oregon near the bottom of all states.
- Only 48% of Oregon's young (25-34) adults have at least an associate's degree, less than the generation before.
- 60% of new jobs will require post-secondary credentials or degrees.
- In short, we have **significant** achievement gaps on every measure and are not on track to reach the 40/40/20 goal established by the Legislature.



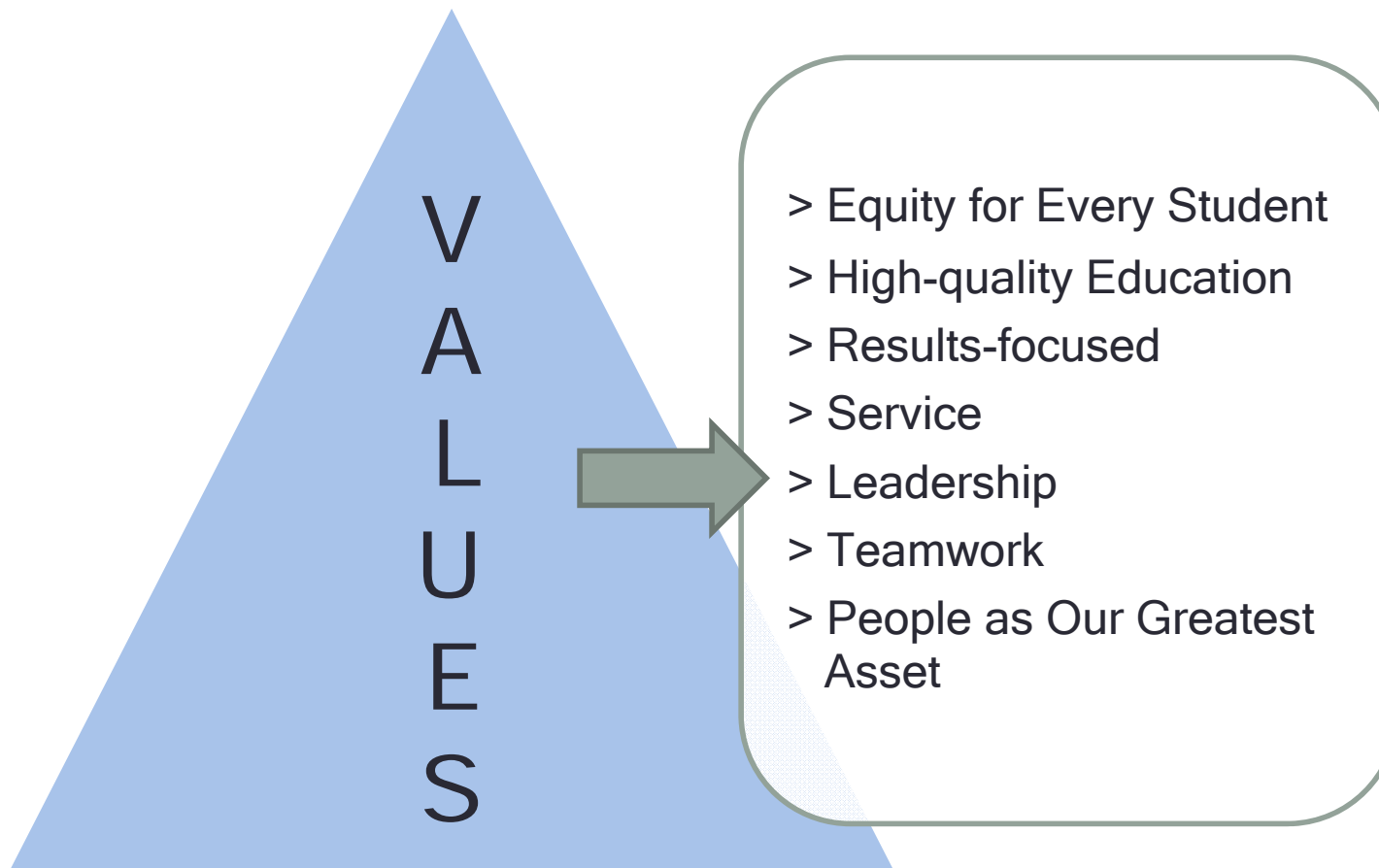
ODE Strategic Plan



Agency's Mission Statement

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

ODE's Values: Foundation for Achieving the Agency's Mission



ODE's Strategic Plan Has Five Major Long-term Goals

Learners

Every student graduates from high school and is ready for college, career, and civic life.

Educators

Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.

Schools & Districts

Increase performance for all schools and districts in order to create systems of excellence across the state.

Communities

ODE meaningfully engages parents, stakeholders, and the larger community to help make Oregon's schools the best in the country.

ODE

Make ODE the best place to work.

Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life.

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*

Metrics (June 2015)

- Number of children ready to enter kindergarten increases 20%.
- Number of 3rd graders reading at grade level increases 15% and the achievement gap decreases 5%.
- Number of ELL students reading at grade level by 5th grade increases 75%.
- Number of students who demonstrate proficiency in math and science in middle school increases 15% and achievement gap decreases 5%.
- At least 50% of students who graduate from high school earn 9 or more college credits and the achievement gap decreases by 5%.
- At least 75% of students will be on track for graduation by the end of 9th grade with no gaps greater than 10%.
- Five-year cohort graduation rate increases 5 percentage points and achievement gap decreases 5%.

Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life.

Objectives

1. Integrate early learning programs across the relevant state agencies so every student enters kindergarten ready to learn.

Planning	Capacity	Evidence	Likelihood of success
AG	AR	AG	AR

2. Implement statewide literacy programs so all students read by third grade.

Planning	Capacity	Evidence	Likelihood of success
AG	R	AR	R

3. Design and implement an integrated and comprehensive system to ensure every student graduates ready for college, career, and civic life.

Planning	Capacity	Evidence	Likelihood of success
AG	AG	AR	AR

4. Help districts implement effective practices in order to close achievement gaps.

Planning	Capacity	Evidence	Likelihood of success
AG	AG	AR	AR

5. Improve quality of special education services to close achievement gaps.

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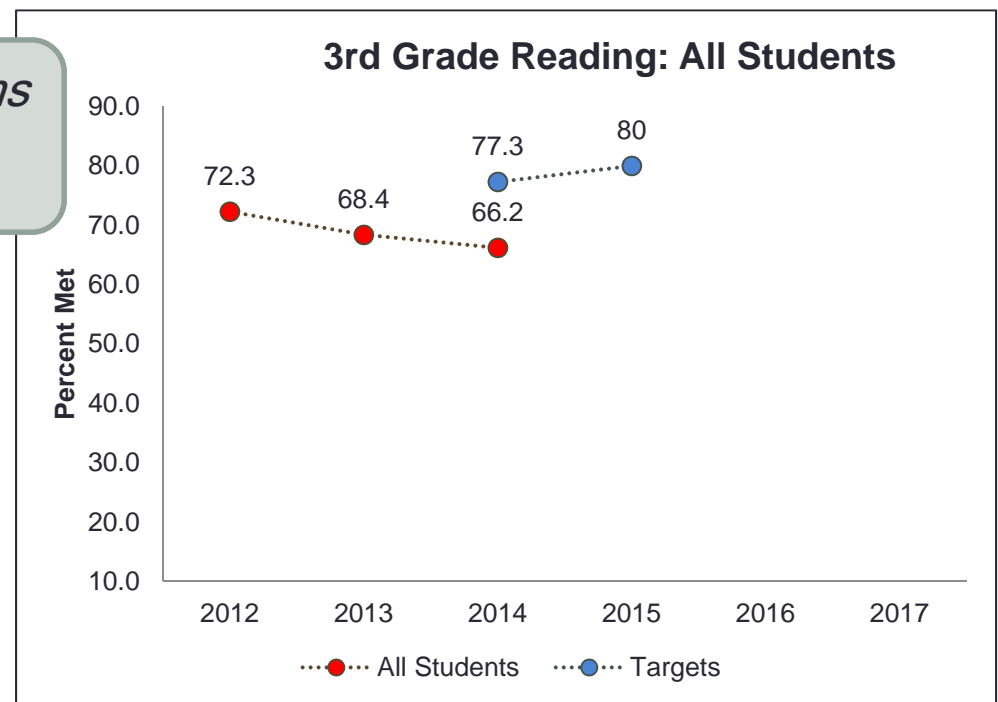
3. Design and implement an integrated and comprehensive system to ensure every student graduates ready for college, career, and civic life.

4. Help districts implement effective practices in order to close achievement gaps.

5. Improve quality of special education services to close achievement gaps

2013-14 Data:

- **66.2%** of 3rd grade students read at grade-level as measured by OAKS (**27,667** students).



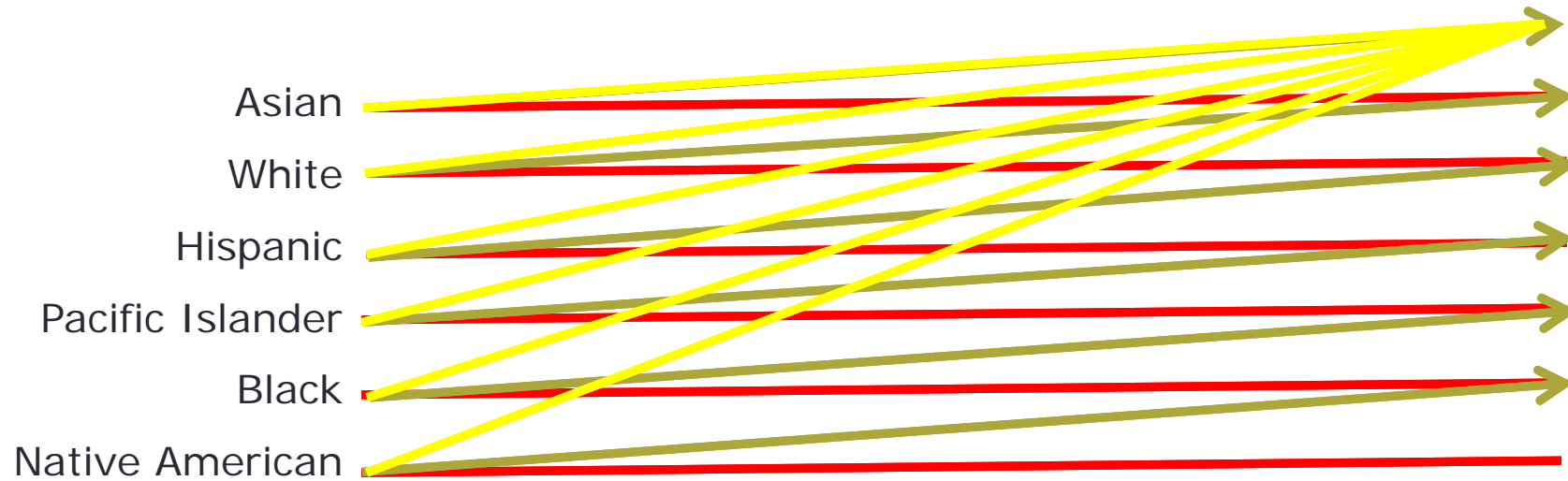


New Initiatives to Move the Dial – Early Literacy

- A coordinated P-20 system allows us to design an integrated approach to early literacy.

- The 2015-17 proposed “Age 3 to Grade 3 Early Literacy Initiative” includes:
 - ✓ Extended time for learning through extended day and summer school programs
 - ✓ Effective culturally responsive curriculum
 - ✓ Development of coordinated standards
 - ✓ Identification of students in need
 - ✓ Locally constructed professional development
 - ✓ Coordinated staff development between early childhood providers and K-12 including -
 - Coordinated standards
 - Literacy pedagogy
 - Self regulation pedagogy
 - ✓ Systematic support

Evidence-based & Equity-focused Literacy Program



Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life.

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Progress on 6-month milestones

24 – Complete (<5%)

7 – On Track (5% <= 15%)

1 – At Risk (>15%)

Objective 3: Design and implement an integrated and comprehensive system to ensure every student graduates ready for college, career, and civic life (Jim)	
Review District CIPs through the lens of the Achievement Compacts to identify school districts with less than an 85% 9th Grade on Track to Graduate rate as of June 2014. Identify those districts that have a 5-year cohort graduation rate of 66.67% or less (meaning 1/3 of their 5-year cohort does not graduate) and develop a plan to provide these districts targeted assistance using ODE Title II funding.	Complete
Establish baseline date of Eastern Promise Replicant Consortiums offering Accelerated Learning (i.e. dual credit, expanded options, AP/IB, etc): <ul style="list-style-type: none"> Baseline data of NCES Course data for 2013-14 and 2014-15 collected from all Eastern Promise Replicant Consortium High Schools. Baseline data of number of students with three courses of college credit while in high school for 2013-14 established, disaggregated by underserved and underrepresented Number of high school teachers eligible to teach college credit courses in 2013-14 established 	Complete
Establish baseline number of students from districts participating in Eastern Promise who are receiving three courses of college credit while in high school prior to participation	Staff will send a letter to EP districts with a spreadsheet for them to fill out to submit their baseline data
Establish baseline number of students of color from districts participating in Eastern Promise who are receiving three courses of college credit while in high school prior to participation	
Establish baseline number of high school teachers from districts participating in Eastern Promise who are eligible to teach college credit courses prior to 2014-15 school year	
Strategic investment money is being successfully implemented through Student Mentoring and STEM grants to ensure approx. 20,000 MORE 9th grade students show quarter or semester progress towards 6 or more credits that count for their district's graduation requirements by the end of their first year of high school (within 12 months of first entering 9th grade).	Staff will complete analysis by 1/16 and report out at stocktake
By September 30, 2014, 80% of CTE Revitalization Grant recipients will report having completed 95% of facility upgrades and equipment installation. In the September 30, 2014 Quarterly Report, 90% of CTE Revitalization Grant recipients will report having completed program design that includes strategies to: <ul style="list-style-type: none"> increase student knowledge of careers and the required skills and training related to the program; increase opportunities for student internship and/or job shadow experiences; increase workplace knowledge for teachers that is applied to instructional practice increase opportunities for students to attain postsecondary credit and/or industry certification; increase student academic and behavioral engagement 	13% of districts completed 95% of facilitate upgrades / equipment installations Complete (reports)

Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life.

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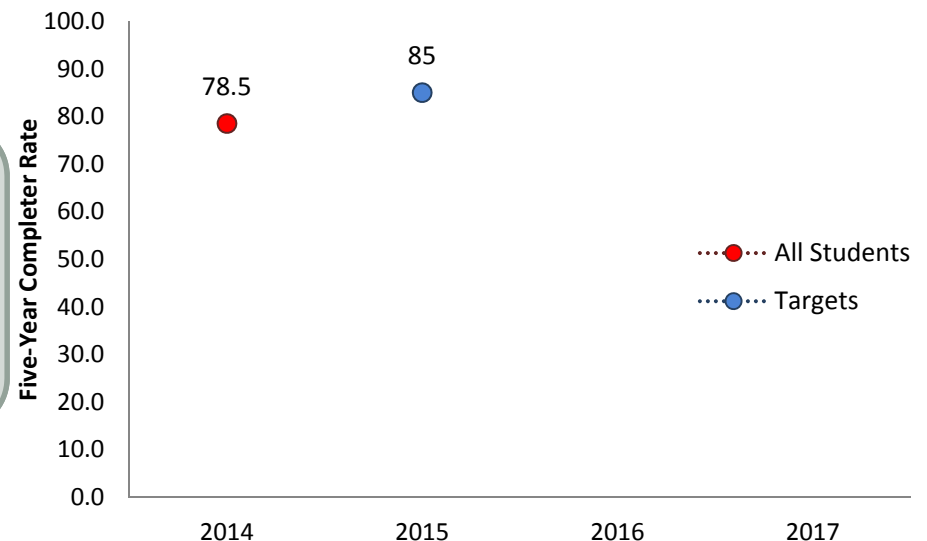
4. Help districts implement effective practices in order to close achievement gaps.

5. Improve quality of special education services to close achievement gaps.

2013-14 Data:

- **78.5%** of students were on track for graduation by the end of 9th grade.

9th Grade on Track Rate: All Students



Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life.

Objectives

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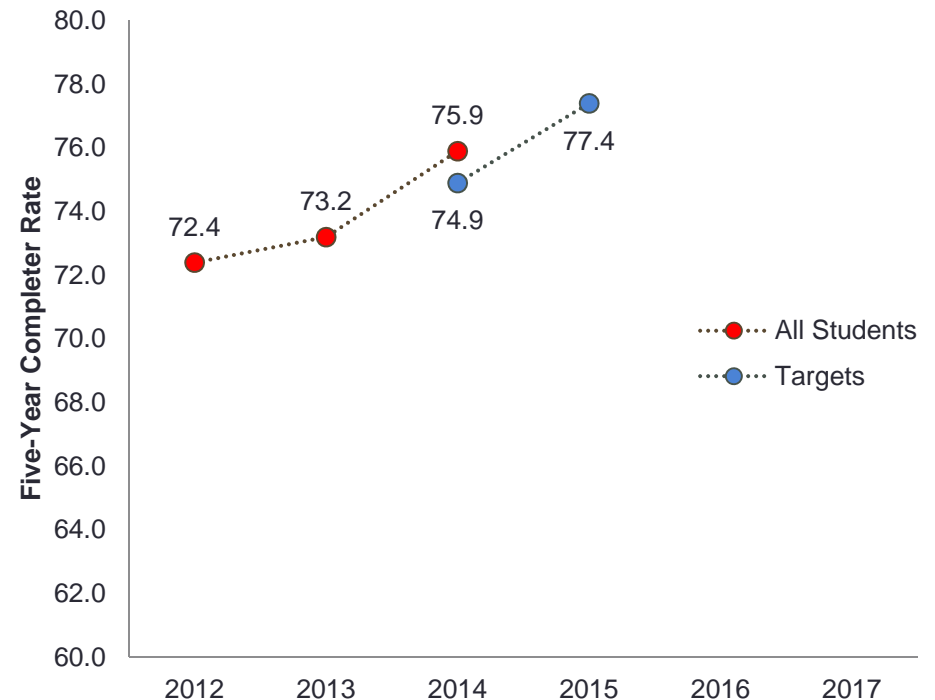
4. Help districts implement effective practices in order to close achievement gaps.

5. Improve quality of special education services to close achievement gaps.

2013-14 Data:

- **75.9%** of students graduated in 5-year cohort.

Five-Year Graduation Rate: All Students



Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life.

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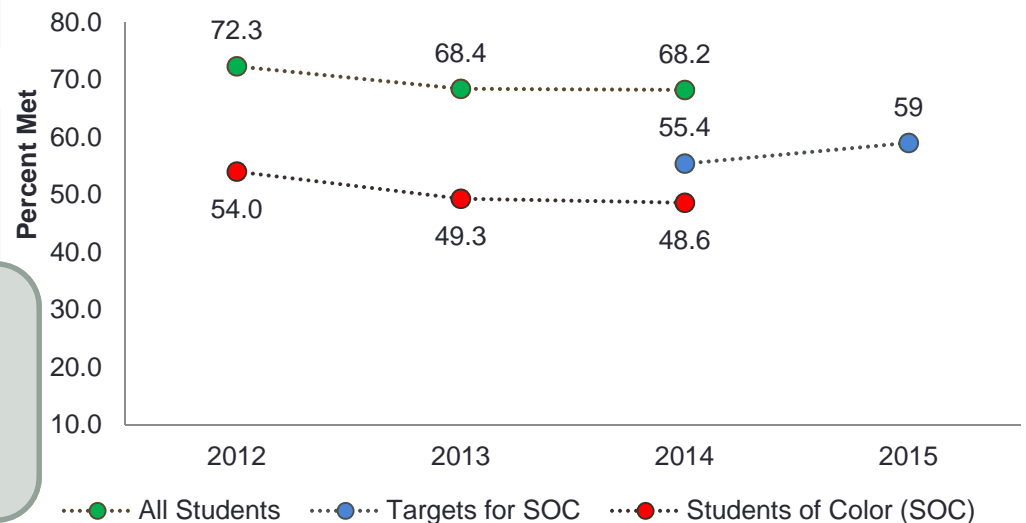
4. Help districts implement effective practices in order to close achievement gaps.

5. Improve quality of special education services to close achievement gaps.

2013-14 Data:

- **48.6%** of 3rd grade students of color read at grade level as measured by OAKS compared to **68.2%** of all students (a **19.6** percentage point gap).

**3rd Grade Reading:
Students of Color vs. All Students**



Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life.

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1. Integrate early learning programs across the relevant state agencies so every student enters kindergarten ready to learn.

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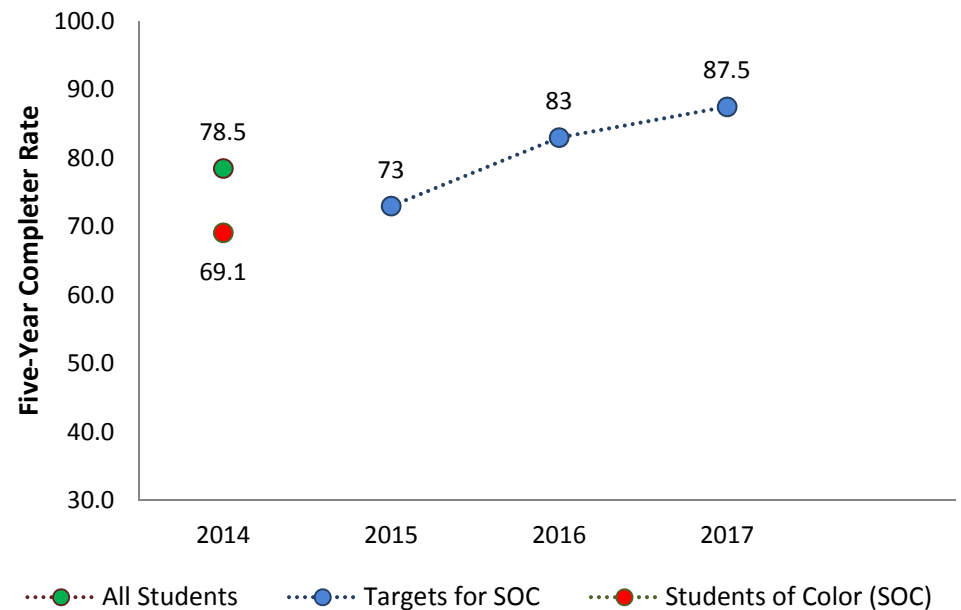
4. Help districts implement effective practices in order to close achievement gaps.

5. Improve quality of special education services to close achievement gaps.

2013-14 Data:

- **69.1%** of students of color were on track for graduation by the end of 9th grade compared to **78.5%** of all students (a **9.4** percentage point gap).

**9th Grade on Track Rate:
Students of Color vs. All Students**



Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life.

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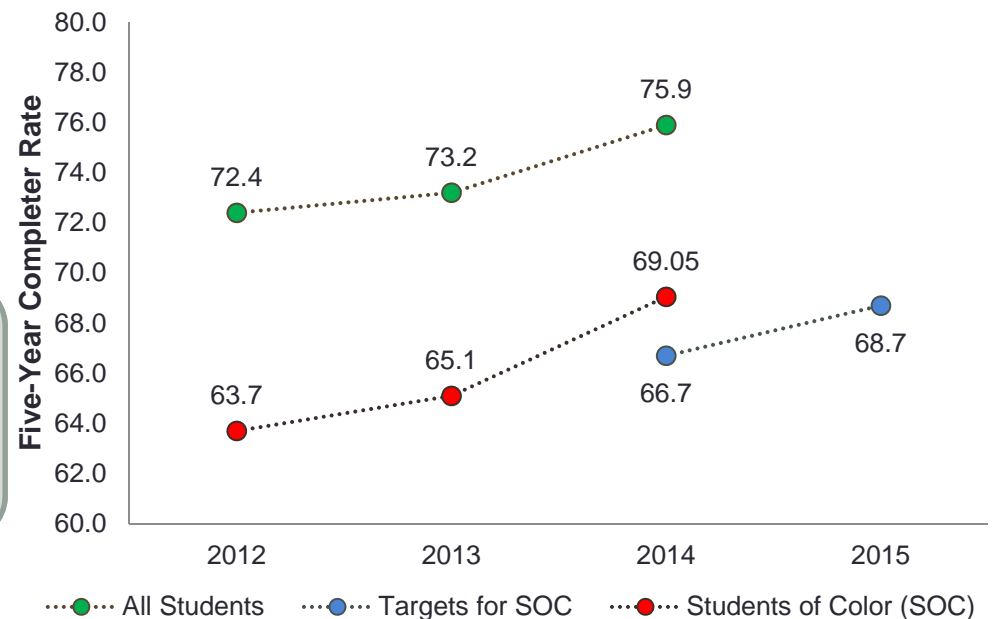
4. Help districts implement effective practices in order to close achievement gaps.

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2013-14 Data:

- **69.05%** of students of color graduated in 5-year cohort compared to **75.9%** of all students (a **6.8** percentage point gap).

**Five-Year Graduation Rate:
Students of Color vs. All Students**



Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life.

Objectives

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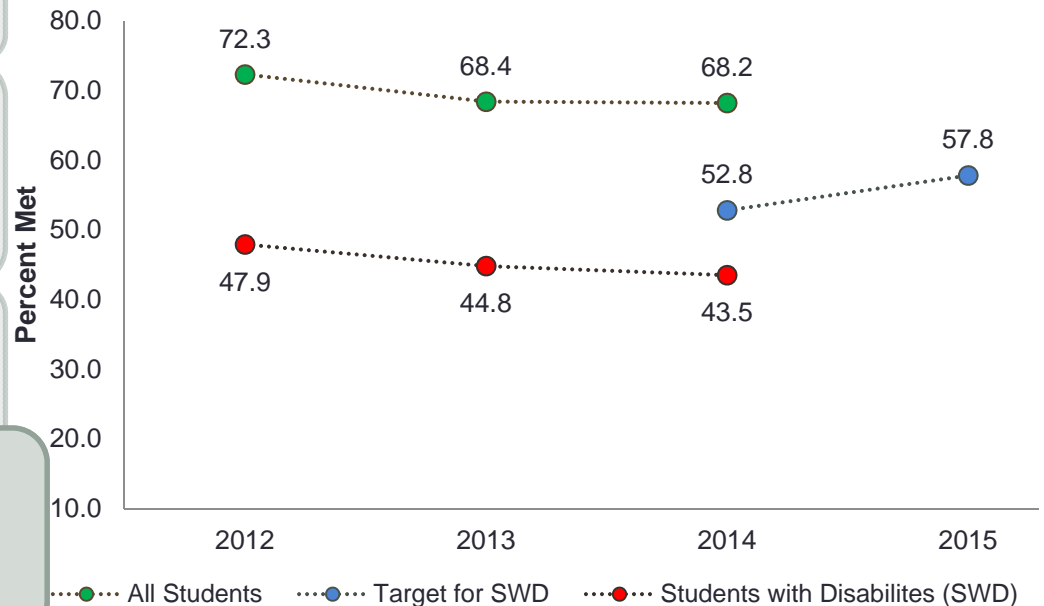
4. Help districts implement effective practices in order to close achievement gaps.

5. Improve quality of special education services to close achievement gaps.

2013-14 Data:

- **43.5%** of 3rd grade students with disabilities read at grade level as measured by OAKS compared to **68.2%** of all students (a **24.7** percentage point gap).

3rd Grade Reading: Students with Disabilities vs. All Students



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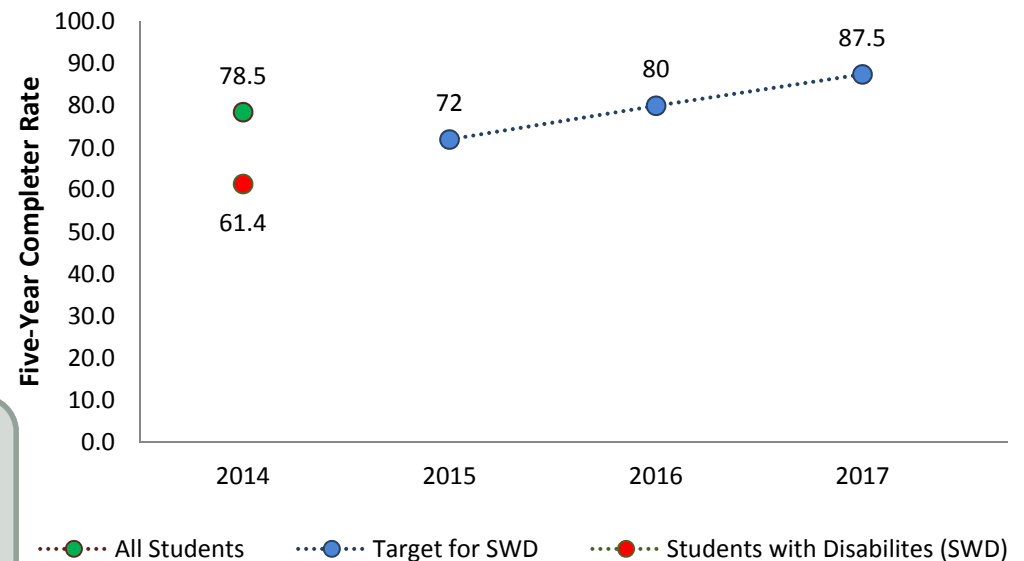
4. Help districts implement effective practices in order to close achievement gaps.

5. Improve quality of special education services to close achievement gaps.

2013-14 Data:

- **61.4%** of students with disabilities were on track for graduation by the end of 9th grade compared to **78.5%** of all students (a **17.1** percentage point gap).

**9th Grade on Track Rate:
Students with Disabilities vs. All Students**



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Objectives

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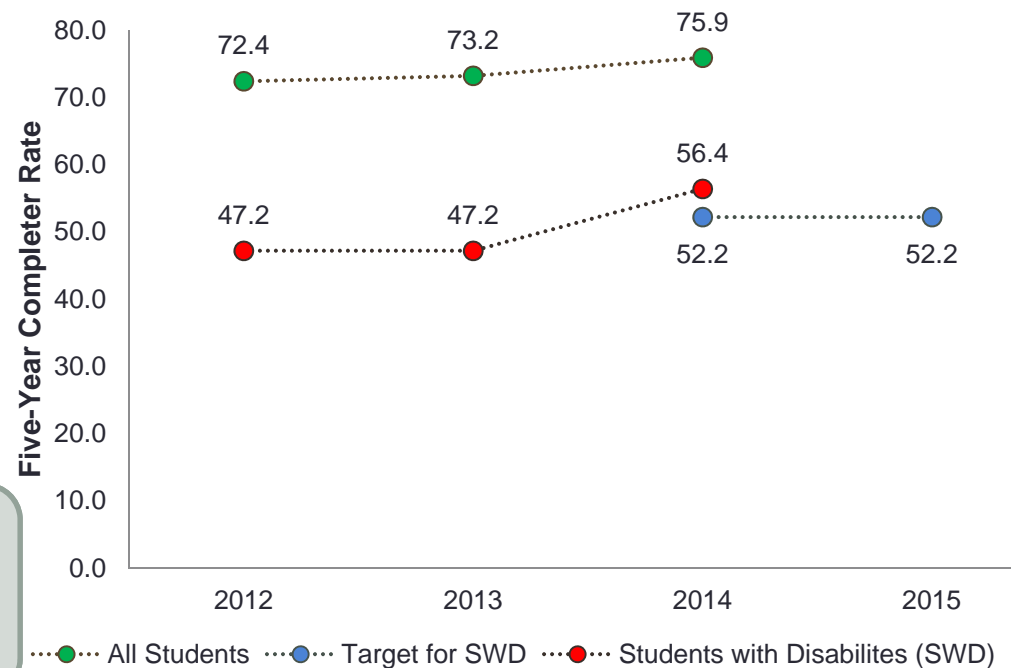
4. Help districts implement effective practices in order to close achievement gaps.

5. Improve quality of special education services to close achievement gaps.

2013-14 Data:

- **56.4%** of students with disabilities graduated in 5-year cohort compared to **75.9%** of all students (a **19.5** percentage point gap).

**Five-Year Graduation Rate:
Students with Disabilities vs. All Students**



Goal 2 – Educators: Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.

Objectives

1. Help all districts implement the new educator evaluation system across the state for all educators, and start to connect evaluation results to meaningful professional development.

2. Launch regional networks focused on developing exceptional educators and implementing effective practices.

3. Close the educator equity gap to ensure equitable distribution of the most effective educators in high poverty schools, bilingual educators where needed, and educator diversity reflects the student population of school.

4. Work with OEIB and TSPC to improve the preparation, licensure, retention, and effectiveness of new educators.

Metrics (June 2015)

- 100% of teachers and principals are evaluated with the new evaluation system and at least 30% more educators report increased satisfaction in professional support.
- Number of education professionals (P-12) projected to enter Oregon's education workforce within two years are non-white, Hispanic, or whose native language is not English increases 10%.
- Levels of employer satisfaction with new teachers prepared in Oregon increases 30%.

Goal 3 – Schools & Districts: Increase performance for all schools and districts in order to create systems of excellence across the state.

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.*

Metrics (June 2015)

- 100% of districts have robustly implemented Common Core.
- 100% of students are assessed using new assessments.
- At least 75% of Priority and Focus schools will achieve growth for all students and for all subgroups greater than the state average.
- Facilitate an achievement compact development and reporting structure that 100% of the time measures and determines Oregon's progress to 40/40/20.
- Decrease bullying/harassment and substance abuse by 5%. Increase participation in breakfast and afterschool food programs by 5%.
- Survey results show that 100% of monitoring visits are respectful and positive and 75% of the time lead to improved outcomes for students.

Goal 4 – Communities: ODE meaningfully engages parents, stakeholders, and the larger community to help make Oregon’s schools the best in the country.

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.*
- 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.*

Metrics (June 2015)

- Achievement gap team is in place at ODE.
- Relationships continue to be cultivated with community groups working with underserved communities.
- At least 80% of educators, students, and families surveyed report accountability system as useful.
- At least 85% of stakeholders feel “adequately informed.”
- At least 90% of stakeholders report having adequate opportunities to provide input.

Goal 5 – ODE: Make ODE the best place to work.

Objectives

1. Attract, retain, and develop top talent to ODE.

2. Reorganize ODE in order to ensure integration and collaboration across all offices.

3. Deliver excellent internal customer service and improve communication and efficiency within ODE.

4. Increase diversity of ODE's workforce.

Metrics (June 2015)

- 90% of staff performing at or above standard on evaluations are still at ODE by June 2015.
- 85% of staff report participating in professional development that is meaningful, valuable, and high quality.
- 100% of evaluations are done and 90% meet or exceed quality assurance levels.
- Internal survey findings show improvement in internal customer service, communications, and efficiencies.



We've Seen Significant Gains in Our Customer Service Survey Results

2009-2014 External Customer Service Survey Results						
Service Criteria	2009	2010	2011	2012	2013	2014
Accuracy	69%	66%	73%	71%	72%	80%
Availability of Information	66%	60%	68%	67%	67%	77%
Expertise	71%	67%	67%	69%	73%	81%
Helpfulness	74%	69%	75%	76%	77%	87%
Timeliness	56%	51%	61%	61%	64%	72%
Overall	68%	63%	68%	71%	71%	83%

ODE administered its latest external customer service survey in late 2014. The six categories of service criteria shown have been used since 2009.



2015-17 Strategic Plan Timeline

February 2015	Goal/objective teams draft 2015-17 objectives and strategies
February-March 2015	Collaborate with OEIB to identify draft metrics for 2015-17 objectives
March-May 2015	Reconvene goal/objective teams to revise goal plans to set six-month milestones and host agency roundtables for staff Q&A and feedback
May 2015	Solicit feedback from education partners
July 15, 2015	Strategic plan objectives, metrics and goal plans final
July 30, 2015	Management Team reviews final 2015-17 strategic plan
August 2015	Present final 2015-17 strategic plan at all-staff meeting



Key Performance Measures

- Legislatively adopted each odd-numbered session
- 18 measures currently
- ODE is proposing revisions* to current measures to align to strategic plan:
 - 17 proposed for deletion
 - 19 new ones proposed

(*Detail is in Section 4 of ODE's presentation binder. See pages 4-22 through 4-26.)



Current Key Performance Measures

1 – Access to PreKindergarten	6 – Student growth on assessments	11- Suspension, expulsion and truancy	16 – Timely assessments and assessment results
2 – Early Int./Early Childhood Special Ed (EI/ECSE) services meeting service level standards	7 – High school graduation	12 – Safe schools	17 – On-time technical projects
3 – EI/ECSE students' progress	8 – College readiness	13 – Bus safety	18 – Customer service
4 – Kindergarten readiness	9 – Schools closing the achievement gap	14 – Highly qualified teachers	
5 – Student achievement (3 rd and 8 th grade)	10 – Schools offering advanced courses	15 – Minority staff	



Proposed Key Performance Measures

- Delete all current measures except customer service KPM

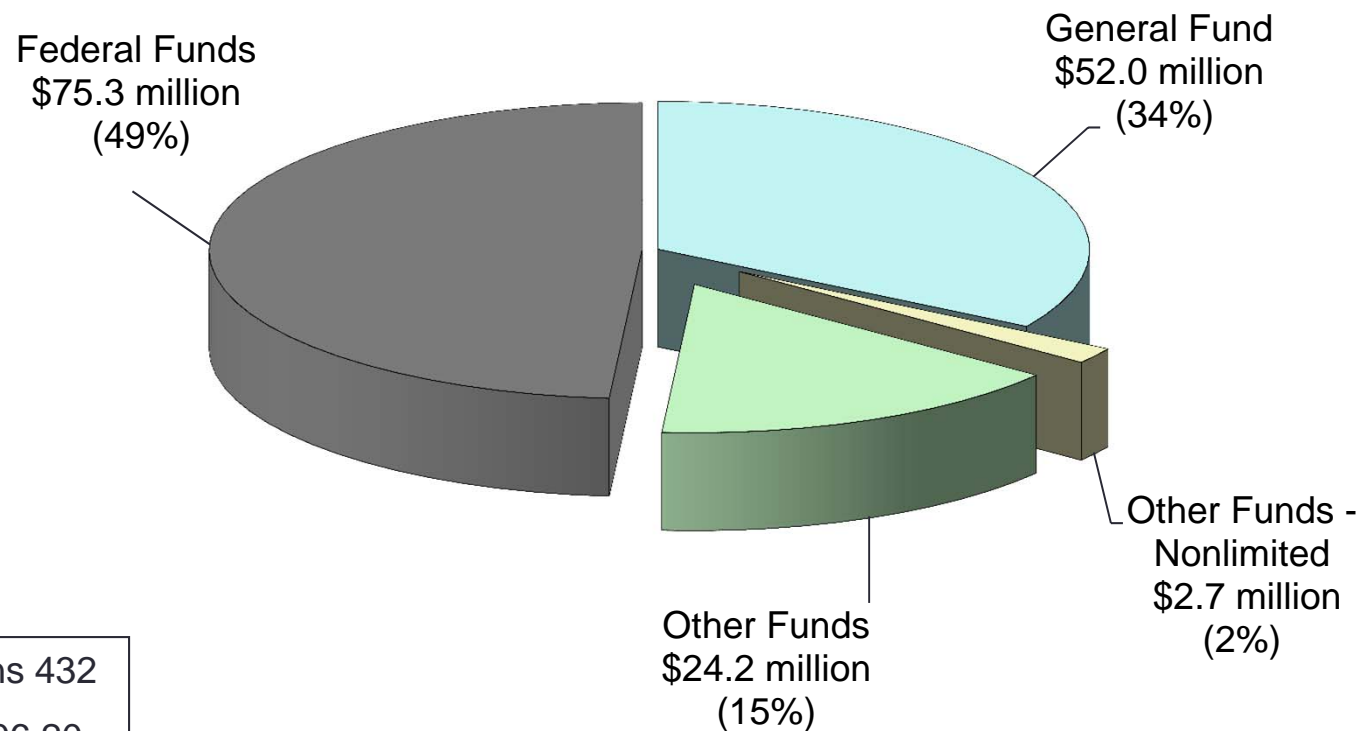
- Add 19 new measures relating to:
 - ✓ Quality learning environments (2)
 - ✓ Kindergarten assessment (4)
 - ✓ Early literacy (3)
 - ✓ Students on track to graduate (3)
 - ✓ High school completion (3)
 - ✓ College going (1)
 - ✓ Priority and focus schools (1)
 - ✓ High quality staff (1)
 - ✓ Staff satisfaction (1)



Department Operations

Operations: 2013-15 Legislatively Approved Budget By Fund Type

\$154.2 Million All Funds



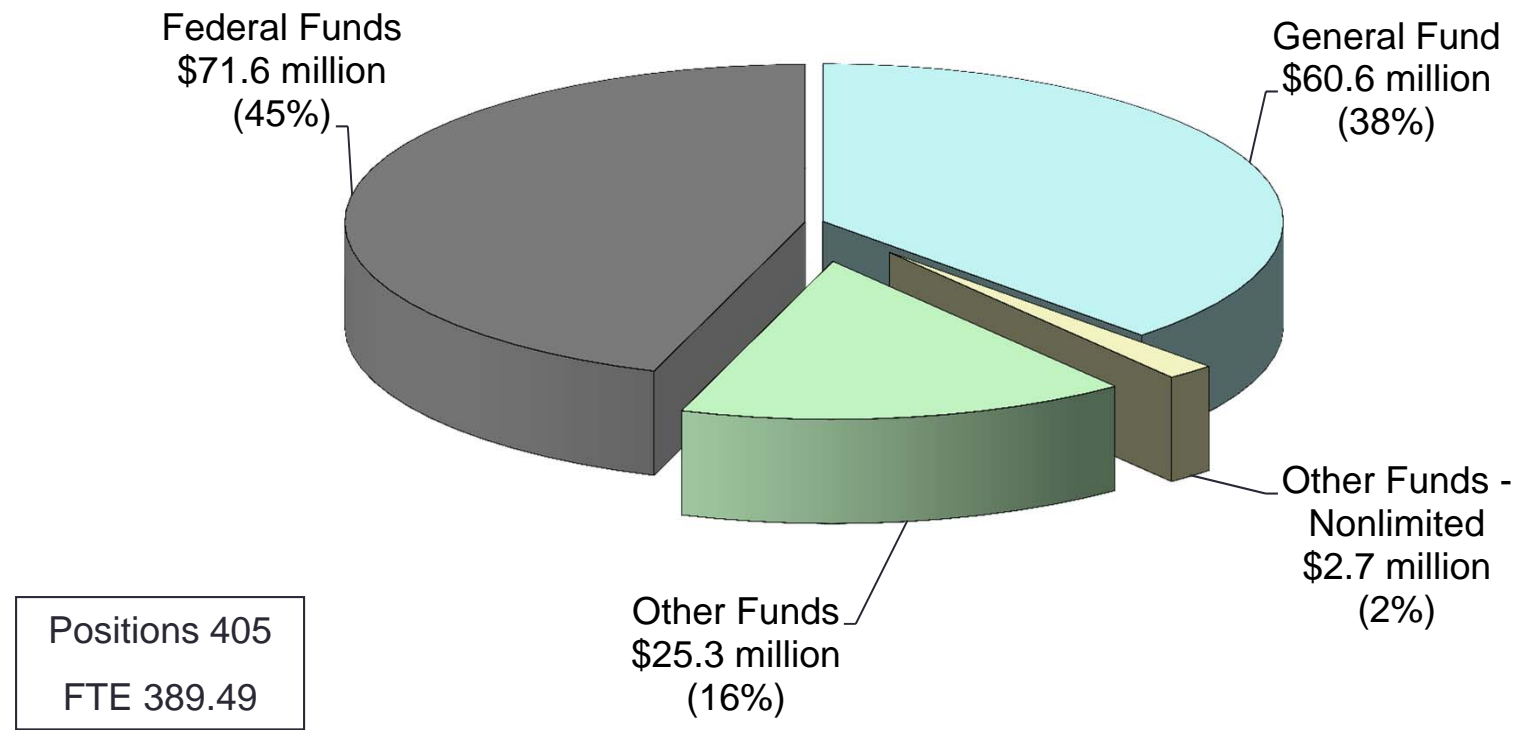
Positions 432

FTE 406.20

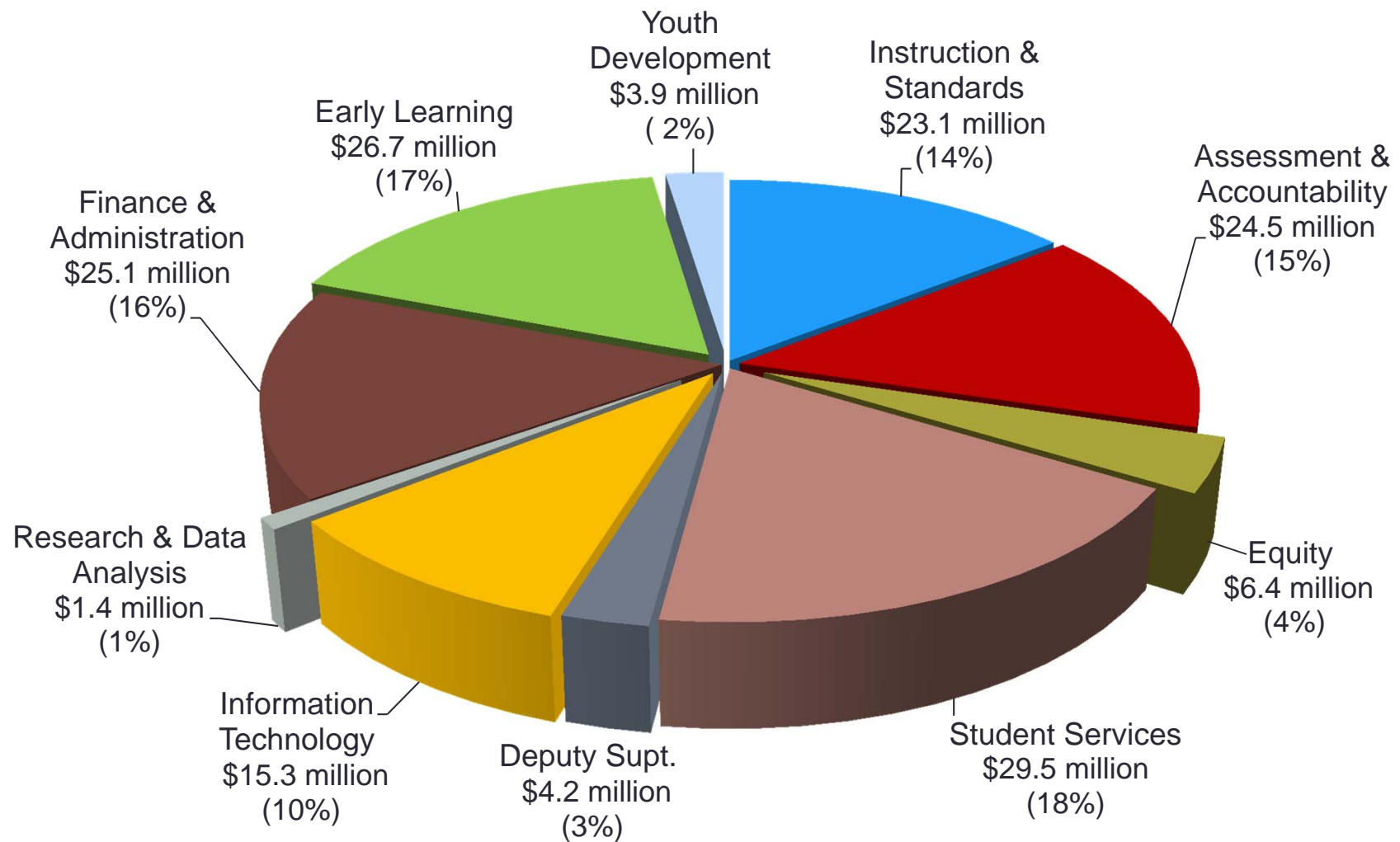


Operations: 2015-17 Current Service Level Budget By Fund Type

\$160.2 Million All Funds

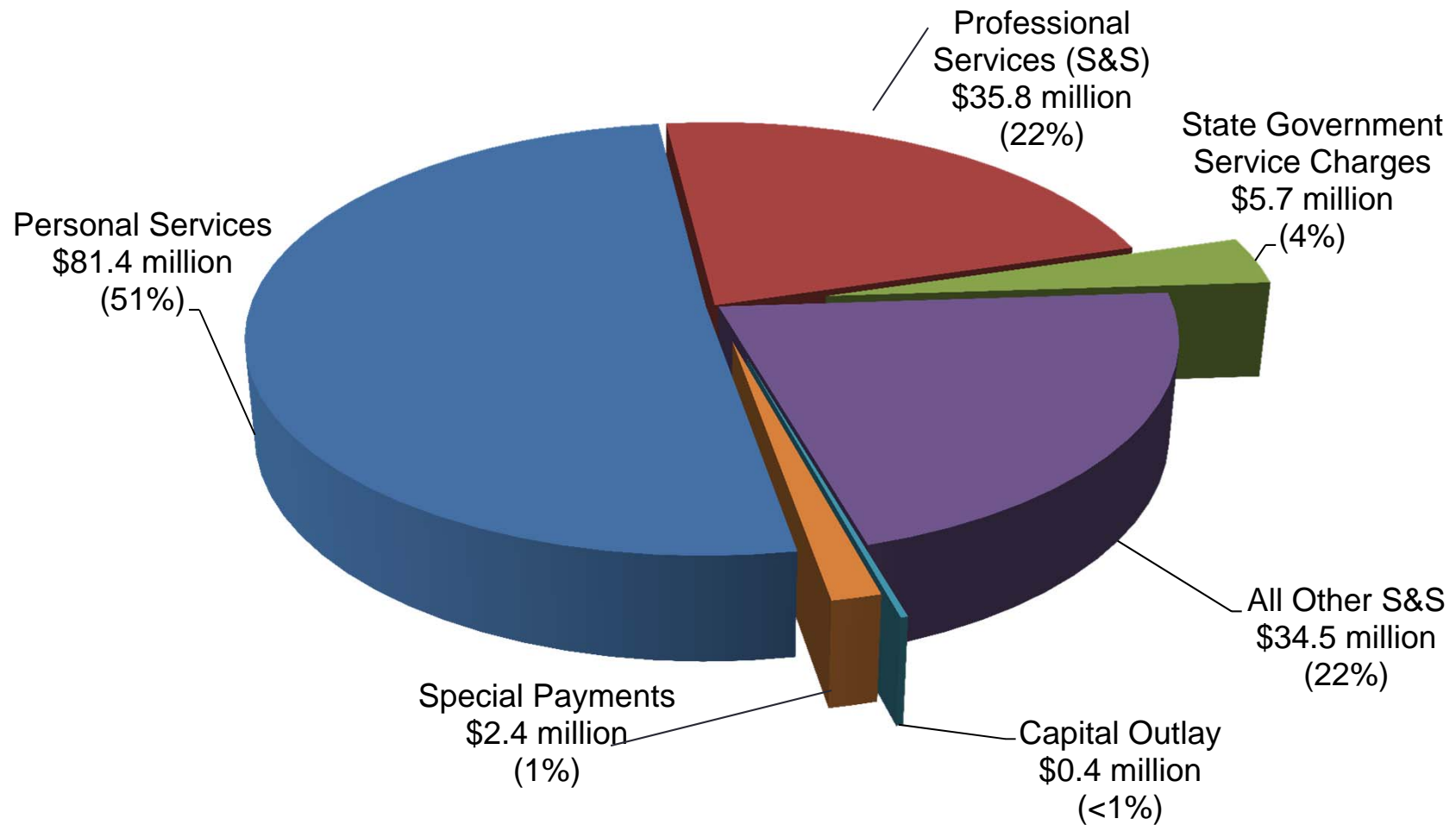


The Operations Budget Supports Multiple Offices and Divisions



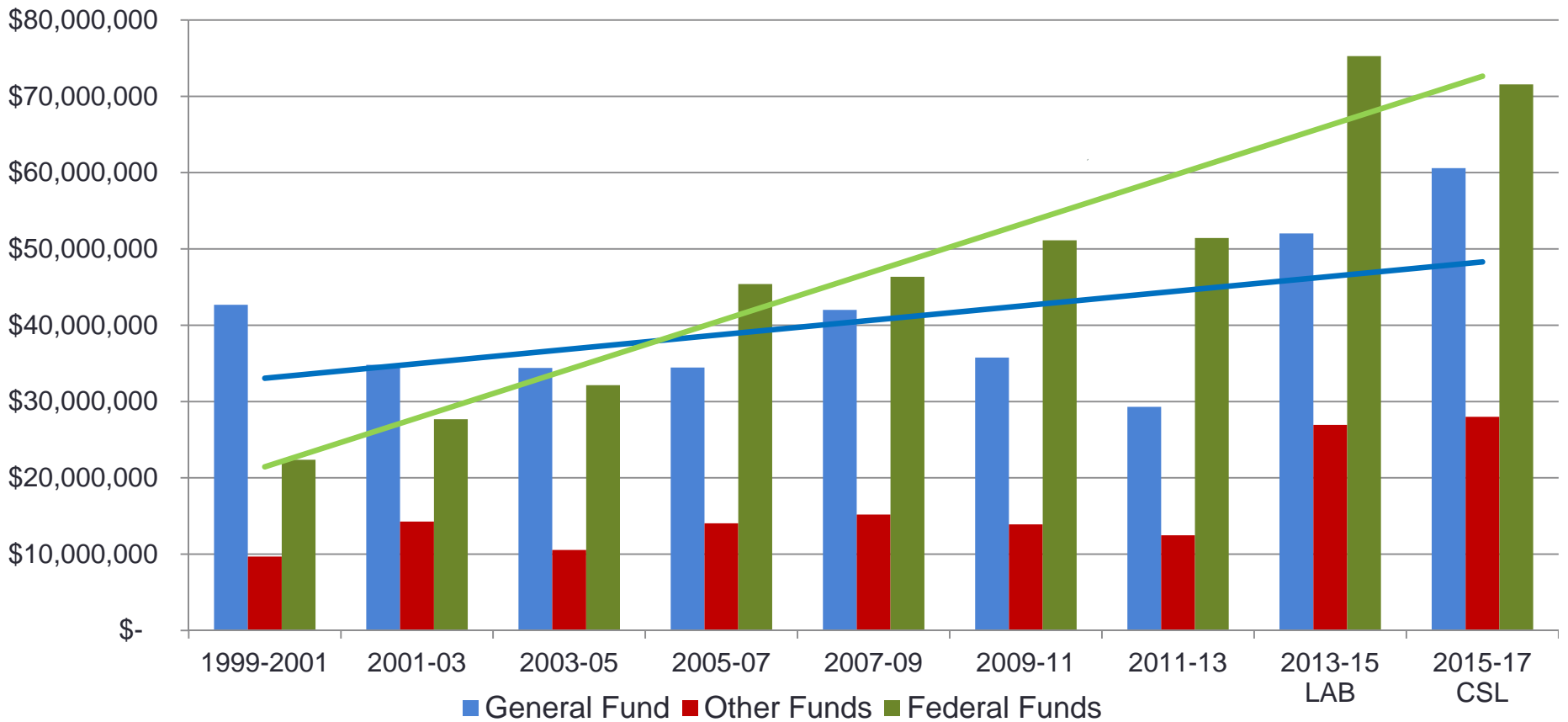
Based 2015-17 current service level budget

Operations: 2015-17 Current Service Level Budget By Expenditure Category





Funding Sources Have Shifted Over Time Changing ODE's Focus





Federal Funds Support the Majority of Operations in the Office of Learning and the Early Learning Division

- Office of Learning - Student Services Section: primarily special education operations
 - ✓ Federal Funds support a projected 73.1% of 2013-15 expenditures and 71.0% of the 2015-17 current service level budget in this office

- Office of Learning - Instruction, Standards, Assessment & Accountability: primarily No Child Left Behind/Elementary and Secondary Education Act operations
 - ✓ Federal Funds support a projected 55.3% of 2013-15 expenditures and 43.9% of the 2015-17 current service level budget in this office

- Early Learning Division: primarily Race to the Top and Child Care Development Fund operations
 - ✓ Federal Funds support a projected 68.1% of 2013-15 expenditures and 66.1% of the 2015-17 current service level budget in this office



Office of Learning – Instruction, Standards, Assessment & Accountability

- Provides leadership and support to districts and schools, professional development for teachers and administrators, and tools for student success through a variety of programs
- Includes responsibilities for over two dozen state and federal grants such as providing technical assistance and trainings to grantees, monitoring programs for compliance with applicable regulations, collaborating with partners statewide, and collecting program data for required reporting
- 75 positions/69.12 FTE (in current service level budget)
- Administers grants and other programs totaling \$551.9 million, with 91.7% passed through to local education providers



Office of Learning – Instruction, Standards, Assessment & Accountability

- Programs managed by this Office include:
 - Alternative Education
 - Accelerated Learning (*e.g.*, dual credit, expanded options, Advanced Placement)
 - Career and Technical Education
 - Charter Schools
 - Educator Effectiveness (SB 290 and Framework)
 - ESEA Flexibility Waiver
 - Federal Compensatory Grant Programs under ESEA (such as Title IA, School Improvement, Teacher Quality, Vocational Education)



Office of Learning – Instruction, Standards, Assessment & Accountability

- Network on Quality Teaching and Learning Grants
- Physical Education Grant
- Review of Instructional Materials
- Statewide Support for School Improvement
- State Content Standards Setting
- Strategic Initiative Grants
- Talented and Gifted



Office of Learning – Instruction, Standards, Assessment & Accountability

- Student assessments are required by ORS 329.485 and federal law. ODE is responsible for establishing content standards that contain descriptions of what students should know and be able to do. Assessments measure what they know using these standards as the basis for the assessments.
- Test results are used to inform school and district improvement processes, state performance measures, a source of evidence for the assessment of essential skills requirement of the high school diploma, and as part of state and federal accountability.
- The state assessment is known as “OAKS” (Oregon Assessment of Knowledge and Skills), of which Smarter Balanced is a component.
- 28 positions/28.00 FTE (in current service level budget)
- Administers assessment and accountability programs totaling \$24.5 million



Student Assessments

- All of Oregon's mathematics, English language arts, English language proficiency, science, and social science proficiency tests are administered online.
- Computer adaptive testing delivers questions to a student based on their previous responses, providing precise information to a teacher on how well a student is grasping certain learning standards and concepts while taking less of a student's time as compared to traditional paper tests.
- Oregon's online testing window for science, social science and English language proficiency is open from January through June. Smarter Balanced math and English language arts assessments begin in March.



English Language Proficiency Assessment (ELPA)

- About 10% of Oregon's students are non-native English speakers receiving English Language Development services. The most common first language for these students is Spanish, followed by Russian, Vietnamese, and Chinese. Over 150 languages are spoken by Oregon students and their families.
- All English Learners (EL) students in Oregon are required to take the state's ELPA each year, and the results of the test are used to track student's progress toward English proficiency.
- As the lead state representing a consortium of eleven states, Oregon was awarded a \$9.1 million grant to build a flexible system of assessment, known as the ELPA21, based upon a common set of English Language Proficiency/Development (ELP/D) standards corresponding with the Common Core State Standards. Thirty-eight Oregon districts are taking part in the ELPA 21 field test in 2015.
- ELPA 21 is one of the components of Oregon's education redesign to ensure EL students throughout Oregon are achieving at the highest levels possible and are college- and career-ready when they leave our schools.

Current Assessments

Subject	Grades	Number of Students
English language arts	3-8, 11	294,000
Math	3-8, 11	294,000
Social Sciences	5,8,11	126,000
Science	5,8,11	126,000
English Language Proficiency	K-12	60,000
Kindergarten	K	42,000
Extended	3-8, 11	6,000

➤ Additionally, approximately 40,000 10th grade students take the PSAT/ACT.



Smarter Balanced

- As noted earlier in this presentation, Smarter Balanced is a multi-state consortium of about 20 states working to develop “next generation” assessments aligned to the Common Core State Standards.
- Smarter Balanced will provide common cut scores across all consortium states; information about grade-level achievement and growth; and valid, reliable, and fair for all students.
- Oregon has been a participant in this effort to develop assessments that accurately measure student’s progress toward college-and-career readiness.
- Costs will be higher than the current system.



Office of Learning – Education Equity

- Focuses on preparing ALL students for high school and beyond

- Programs in this section include:
 - ✓ Closing the Achievement Gap
 - ✓ Migrant Education
 - ✓ Civil Rights
 - ✓ English Language Learners
 - ✓ Network of Quality Teaching and Learning - Closing the Achievement Gap grants

- 13 positions/13.00 FTE (in current service level budget)

- Administers grants and other programs totaling \$54.4 million, with 91.9% passed through to local education providers



Office of Learning - Student Services

- ODE is the designated State Education Agency (SEA) for programs and services to children with disabilities and as such is responsible for:
 - ✓ Annual federal compliance and performance monitoring and reporting
 - ✓ Dispute resolution, complaint investigations, and due process hearings
 - ✓ Oversight of large-scale implementation of federally funded system improvement activities such as Response to Intervention (RTI)

- Responsible for state and federal grants and programs in the areas of early childhood, special education and interagency educational services (such as services to youths in Oregon Youth Authority facilities)
 - ✓ Includes providing technical assistance to grantees, trainings, monitoring programs for compliance with applicable regulations, collaborating with partners statewide, and collecting program data for required reporting



Office of Learning - Student Services

Programs managed by this Office include:

- Blind and Visually Impaired Student (BVIS) Fund
 - Child Nutrition Programs
 - Early Intervention/Early Childhood Special Education (EI/ECSE)
 - Federal Special Education Grants to Districts and Other Eligible Programs
 - Hospital Programs
 - Long-Term Care and Treatment Programs
 - Oregon School for the Deaf
 - Pediatric Nursing Facility Program
 - Regional Programs
 - Youth Corrections Education/Juvenile Detention Programs
-
- 71 positions/70.41 FTE (in current service level budget)
 - Administers grants and other programs totaling \$1.01 billion, with 93.7% passed through to local education providers



Office of Research & Data Analysis

- Provides research and analysis on a broad range of education issues
 - ✓ Data and analysis for the governor, legislators, and other policymakers
 - ✓ Internal analytical support to ODE offices and programs
 - ✓ External support to districts, schools, and education service districts
 - ✓ Provision of data and assistance to outside researchers and the public

- Conducts joint research with OEIB staff

- Provides staff to the Quality Education Commission

- 5 positions/4.00 FTE (in current service level budget)

- Budget of \$1.4 million provides support to all program offices.



Office of the Deputy Superintendent

- Provides leadership for the agency and the P-12 component of the P-20 education system
- Develops and recommends education policy to the State Board of Education based on effective practices; staffs the board
- Directs and prioritizes agency mission and activities
- Oversees the operation of the department
- Confers and coordinates with the Governor, the Chief Education Officer, other state education agencies and stakeholders
- Staffs the Fair Dismissal Appeals Board



Office of the Deputy Superintendent

- Communicates with schools and the community
- Provides rule writing and legal analysis for agency
- Coordinates Strategic Initiatives and Network of Quality Teaching & Learning
- Includes Indian Education Program staff
- 2015-17 budget proposal moves Human Resources function (6 positions) to the Deputy Superintendent's office)
- 11 positions/11.00 FTE (in current service level budget)
- Budget of \$4.2 million provides support to all program offices.



Office of the Deputy Superintendent - Indian Education

- Works collectively with Oregon federally recognized Tribes through a Government-to-Government process
- Provides guidance to districts to improve student outcomes and academic progress
- Provides technical assistance and support to Title VII (Indian Education) programs
- Worked with American Indian/Alaskan Native Advisory Panel to create AI/AN state education plan
- Supports Early Learning work targeting early literacy support
- \$1.5 million proposed in Governor's budget for Tribal Attendance Pilot Project



Office of Information Technology

- Develops and maintains the agency's technical and information infrastructure to provide:
 - ✓ Internal support to ODE staff and programs - all internally developed applications (approximately 290) as well as ORVSD and Digital Learning Initiatives
 - ✓ External support to districts, schools, and education service districts for required data collection and reporting

- Develops and enhances the collection, review and validation data systems for over 100 reports to the U.S. Department of Education and others, including district and school report cards

- Supports Early Learning System Information System (ELIS)

- 50 positions/47.29 FTE (in current service level budget)

- Budget of \$15.3 million provides support to all program offices.



Data Systems



Early Learning Information System (ELIS)

- Early Learning Race to the Top Grant - One of the outcomes of this 2012 grant was to create a Quality Rating Improvement System (QRIS) for the State of Oregon.
- The Early Learning Information System (ELIS) will allow ELD to record all data related to the QRIS rating system while improving the quality of the data regarding all early childhood facilities.
- The goal of ELIS is to deliver a comprehensive web-based tool that will allow the Office of Child Care within the ELD to manage child care facility information as a base for program quality, and manage the Central Background Registry for over 50,000 employees/family members who must pass criminal background and protective service checks before working in or being associated with a licensed facility. QRIS data on each facility will also be tracked through ELIS.
- ELIS system fully implemented by December 31, 2016



Project ALDER

- A three-year, \$10.4 million federal grant funded under the American Recovery and Reinvestment Act to comply with the State Fiscal Stabilization Fund's requirements (under the American Recovery and Reinvestment Act of 2009); ends in June 2015
- ODE partners include the Oregon University System, the Oregon Employment Department, Community Colleges and Workforce Development, Teacher Standards and Practices Commission, and early childhood
- Four main outcomes:
 - ✓ Consolidating and expanding access to early childhood data
 - ✓ Increasing the amount and efficiency of data exchanges with institutions of higher education and workforce agencies
 - ✓ Expanding a student-teacher link in K-12 data systems
 - ✓ Creating a comprehensive statewide data quality plan
- The work accomplished in Project ALDER will be used as a foundation for OEIB's longitudinal data system. The 2015-17 proposed budget includes \$10.2 million in General Obligation bond proceeds to complete the work started in 2013-15 to make information available immediately from the classroom level to the policymakers.



Office of Finance and Administration

- Provides support to other ODE offices in the areas of accounting, budgeting, facilities, procurement and contracting
- Responsible for administration of the State School Fund, including calculation and distribution of payments and technical assistance to districts
- Other programs managed by this office include:
 - ✓ Athlete Agents Registration
 - ✓ Business Continuity Planning
 - ✓ Fingerprinting and Background Checks of Certain District Personnel
 - ✓ Pupil Transportation Program
 - ✓ Review and Verification of District Audits for State and Federal Reporting
- 55 positions/54.67 FTE (in current service level budget)
- Administers grants and other programs totaling \$6.9 billion, with 99.9% passed through to local education providers



 **OREGON** DEPARTMENT OF
EDUCATION
EARLY LEARNING DIVISION

Early Learning Division
Megan Irwin, Acting Early Learning Systems Director



Early Learning Division Responsibilities

- HB 3234: ELD established as part of the Department of Education in 2013 to ensure children enter school ready to learn
 - ✓ Responsible for the administration of early learning and development programs in the state; regulating licensed child care; administering the federal Child Care Development Fund (CCDF); and creation of a cohesive early learning system in the state

- SB 909: Functions under the direction and control of the Early Learning Division with the Early Learning System Director as the administrative officer

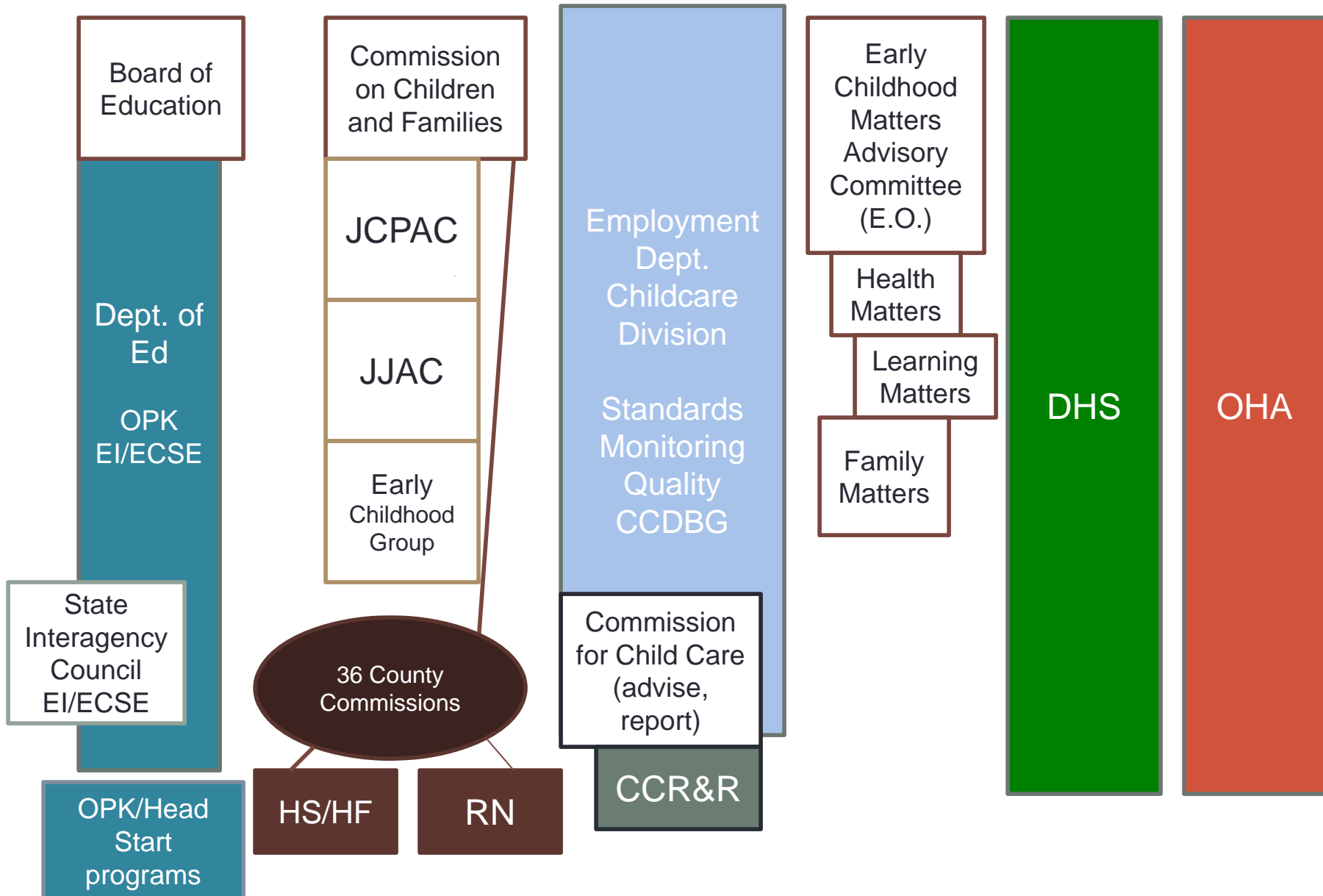


Governance

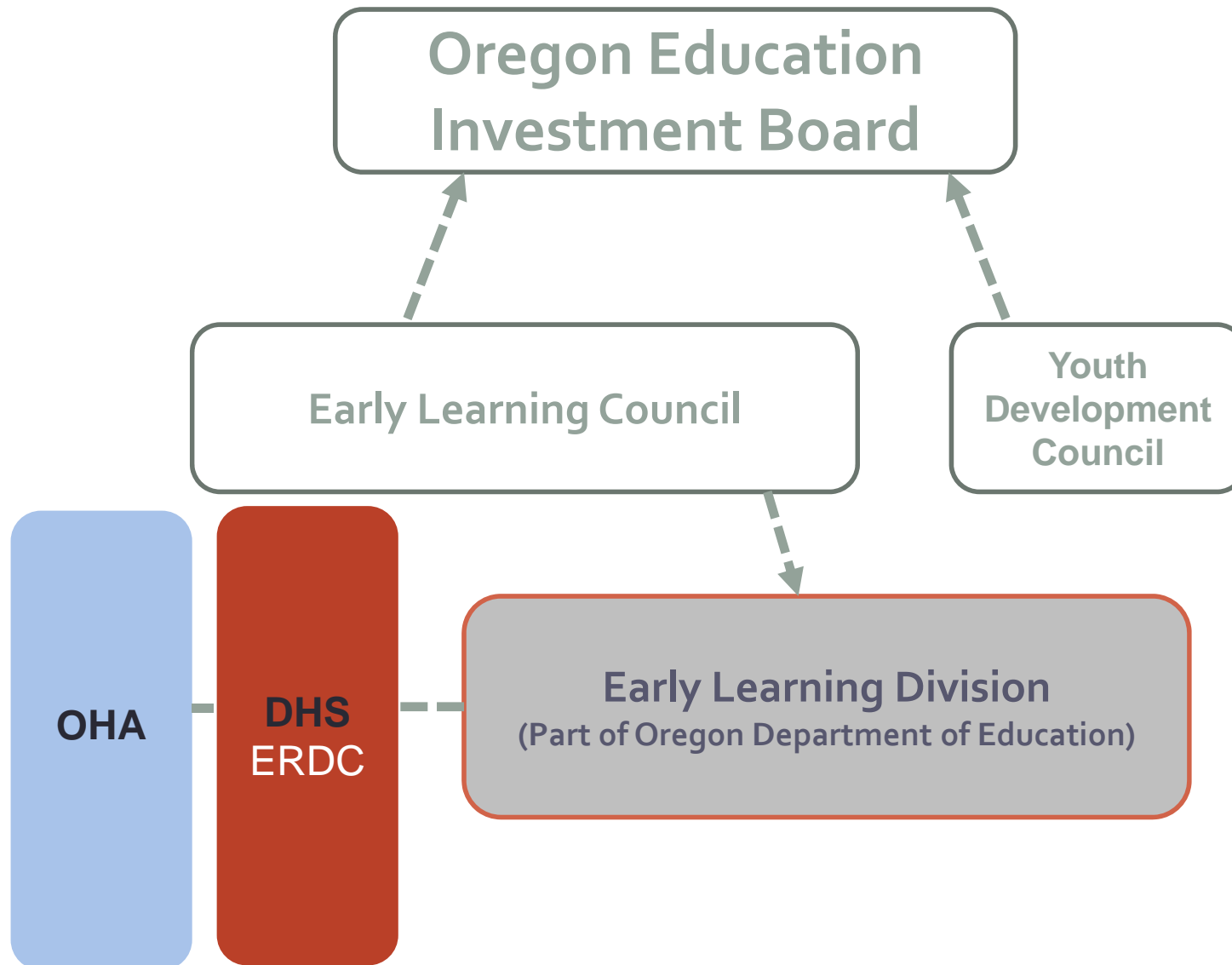
- The Early Learning Division is governed by the Early Learning Council. The Council is charged by statute to:
 - ✓ Oversee a unified system of early childhood services including funding and administration (including rule promulgation);
 - ✓ Align services with child centered outcomes;
 - ✓ Align work between health care and early childhood education and K-12 and early childhood education; and
 - ✓ Focus on children who are at risk of arriving at school unprepared for kindergarten.

- The Early Learning Systems Director is appointed by the Governor.

Oregon's Historical Early Learning System



New Early Learning Structure

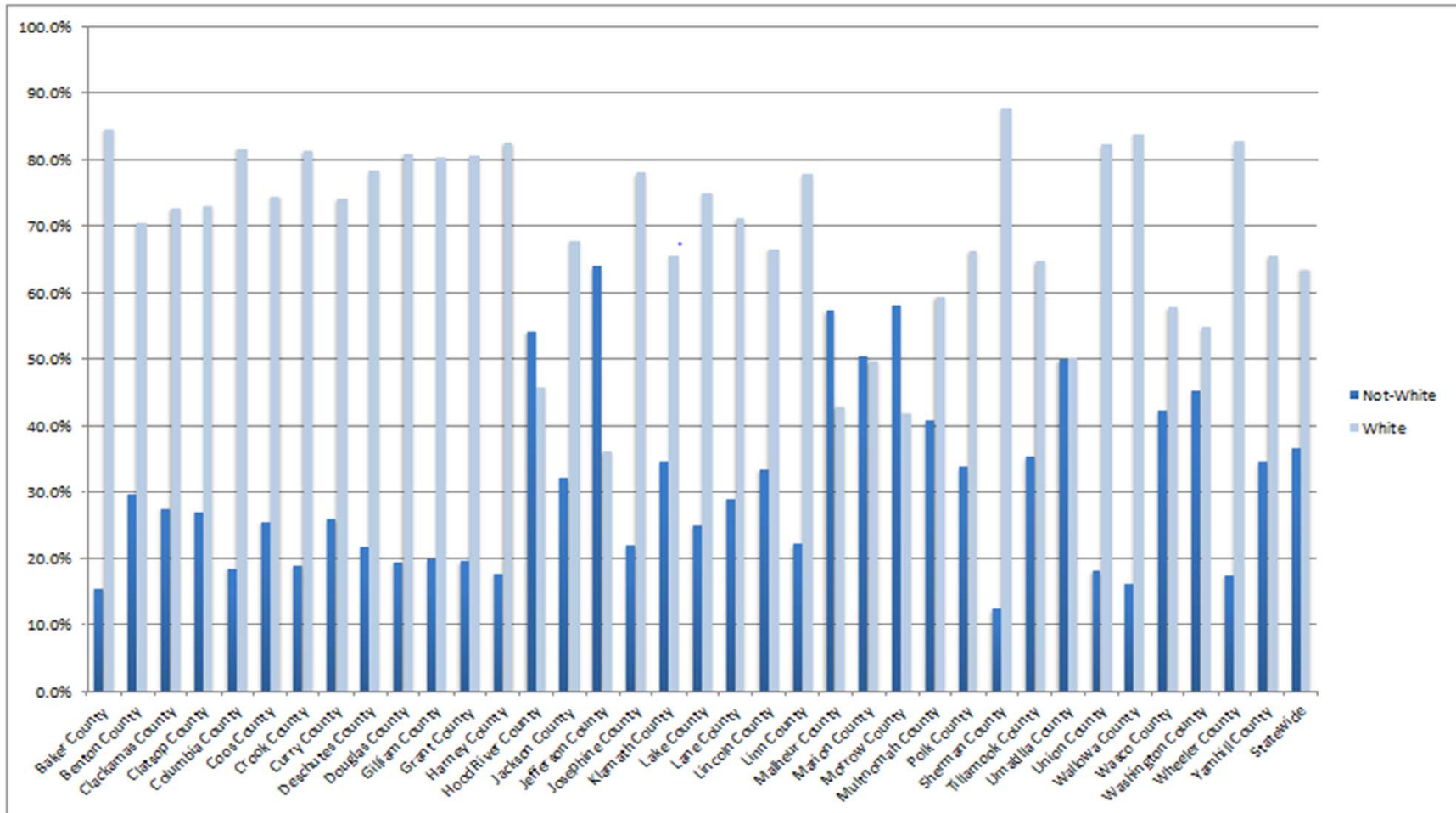




Customers

- 230,000 children under age 5
- 45,000 children born a year - half born on Medicaid
- ~25% of Oregon's under five population exposed to well recognized risk factors
- More than 4,500 formal child care and early learning and development program providers

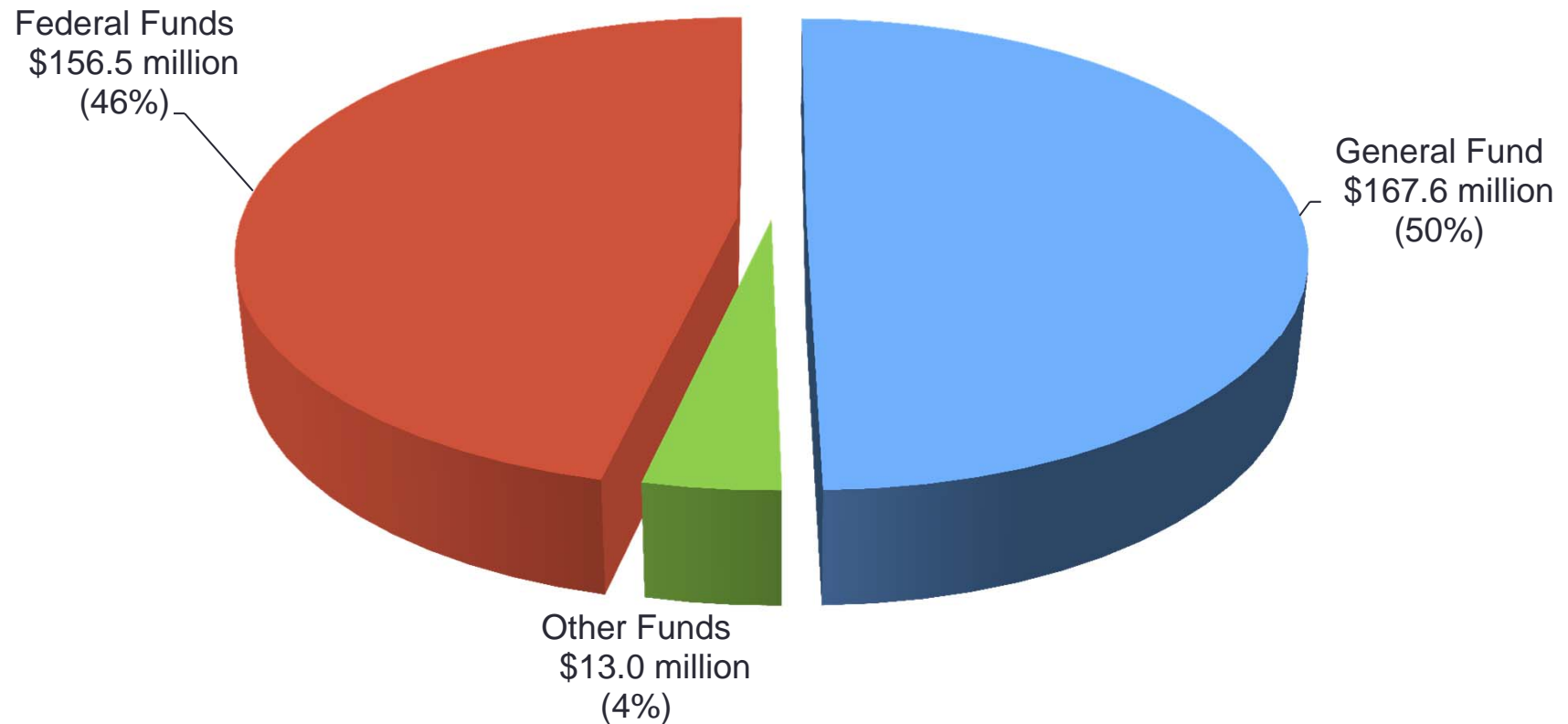
Oregon's Changing Demographics



2013 Oregon Under-5 Population by County, White/Not-White

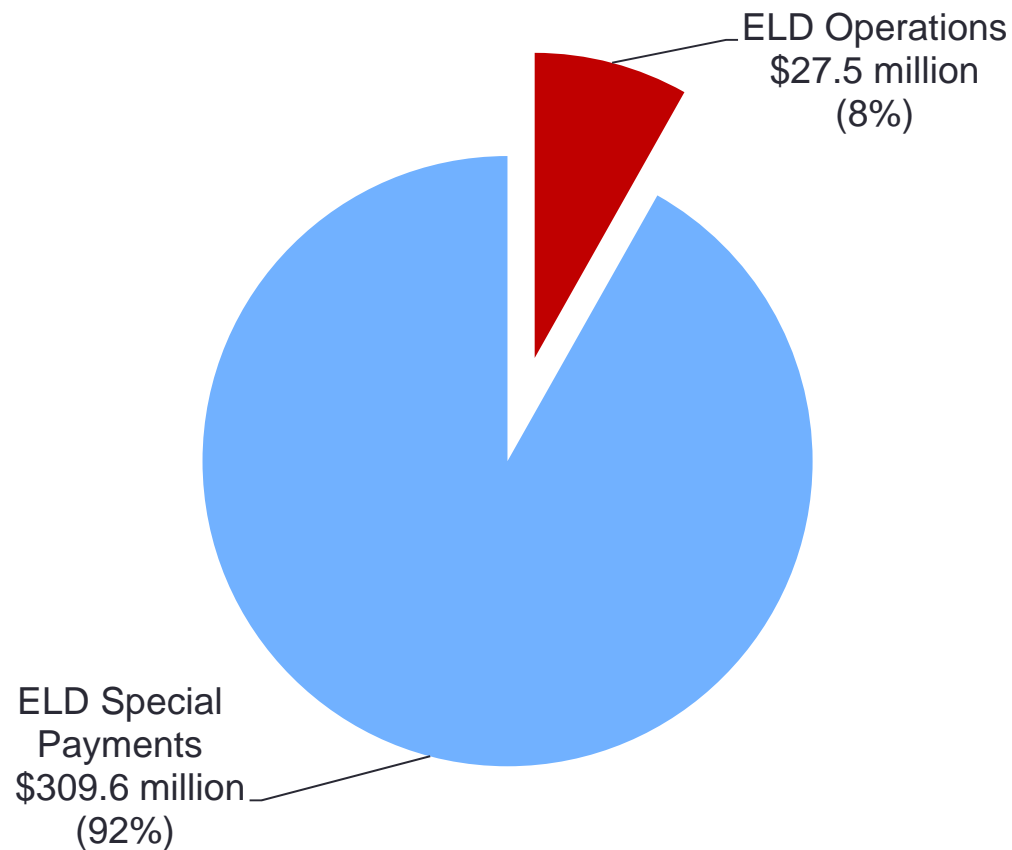
ELD 2013-15 Legislatively Approved Budget By Fund Type

\$337.1 Million All Funds

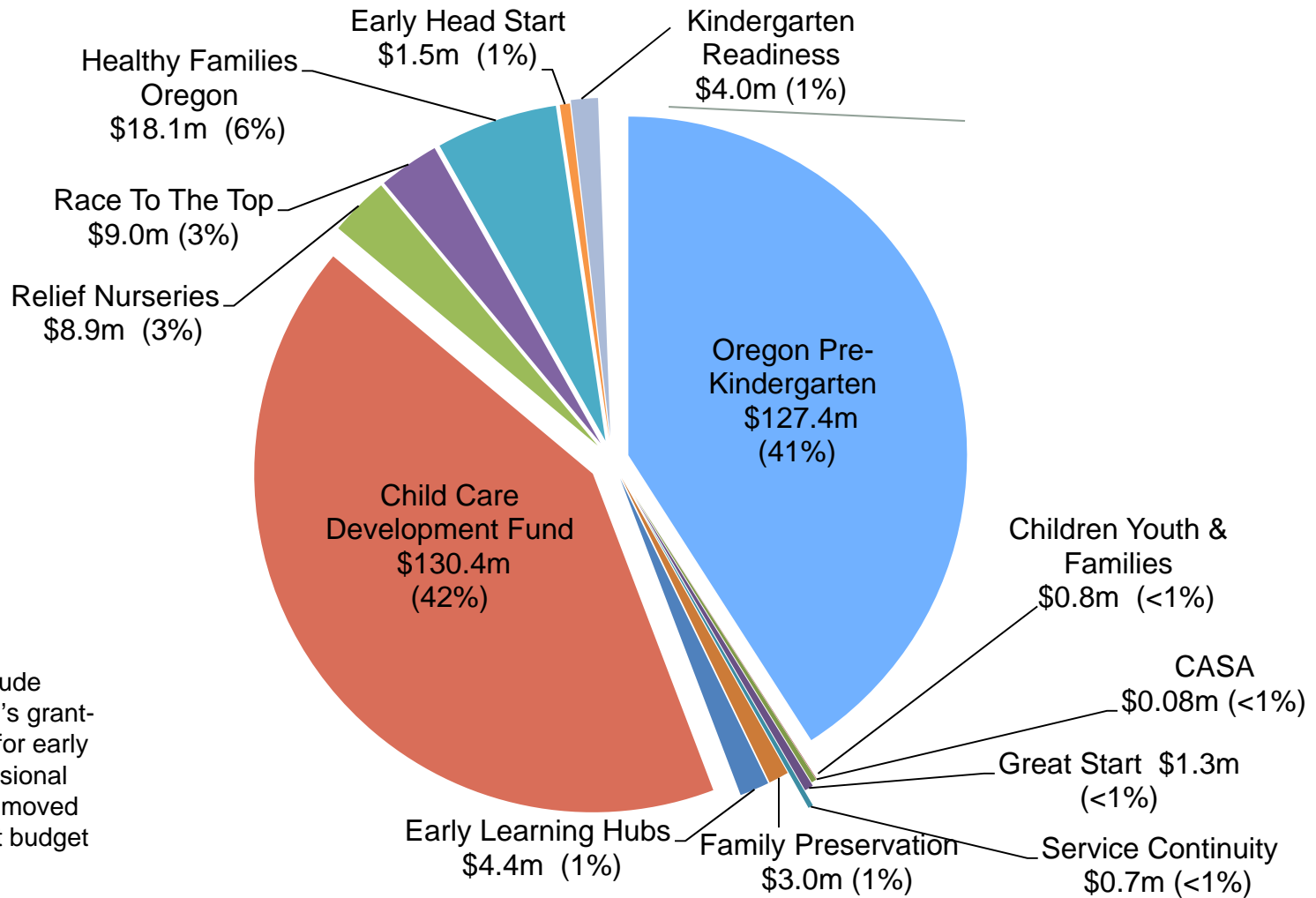


ELD 2013-15 Legislatively Approved Budget

Total Funds \$337.1 Million

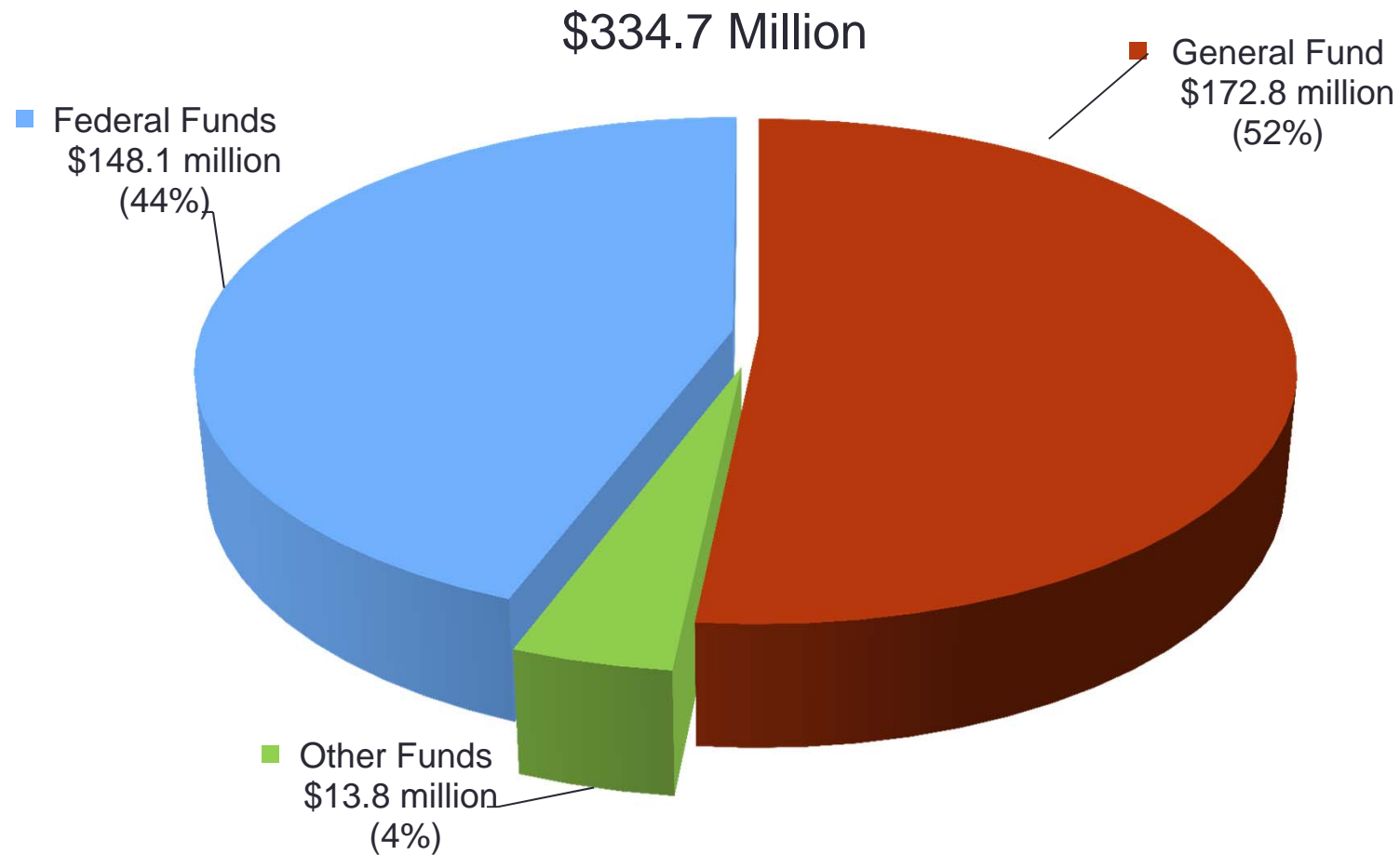


2013-15 Special Payments Total Funds (\$309.6 million*)



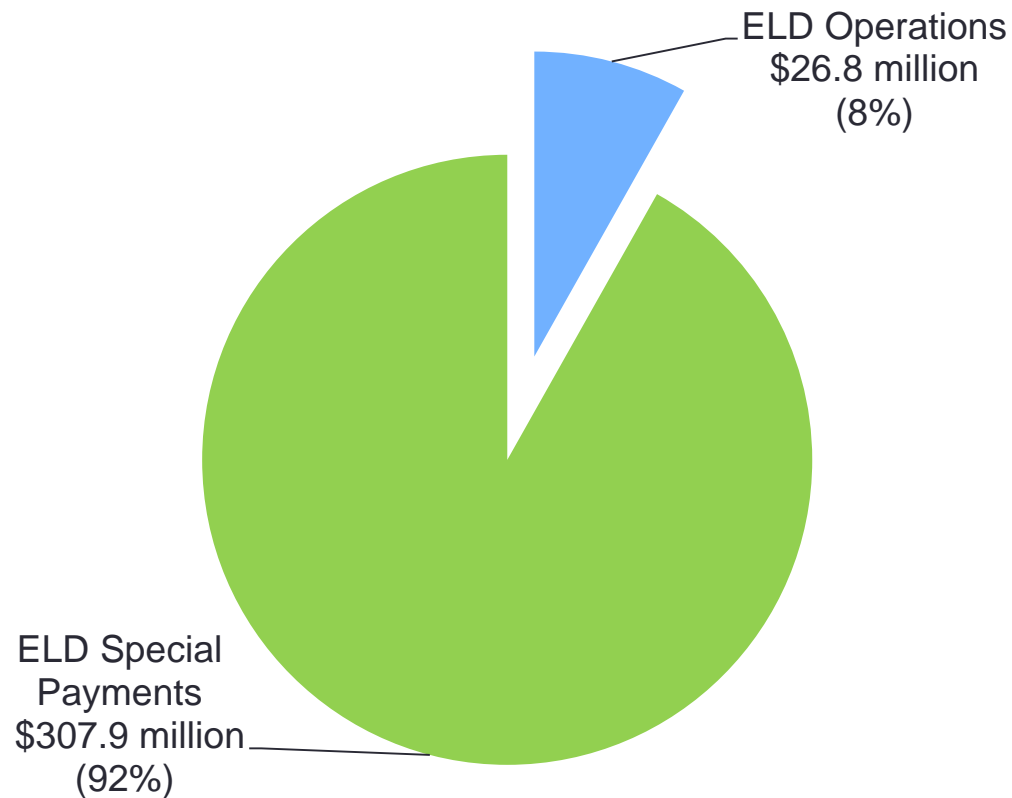
*Does not include \$1.8m in ODE's grant-in-aid budget for early literacy/professional development; moved to ELD's grant budget for 2015-17

ELD 2015-17 Current Service Level By Fund Type



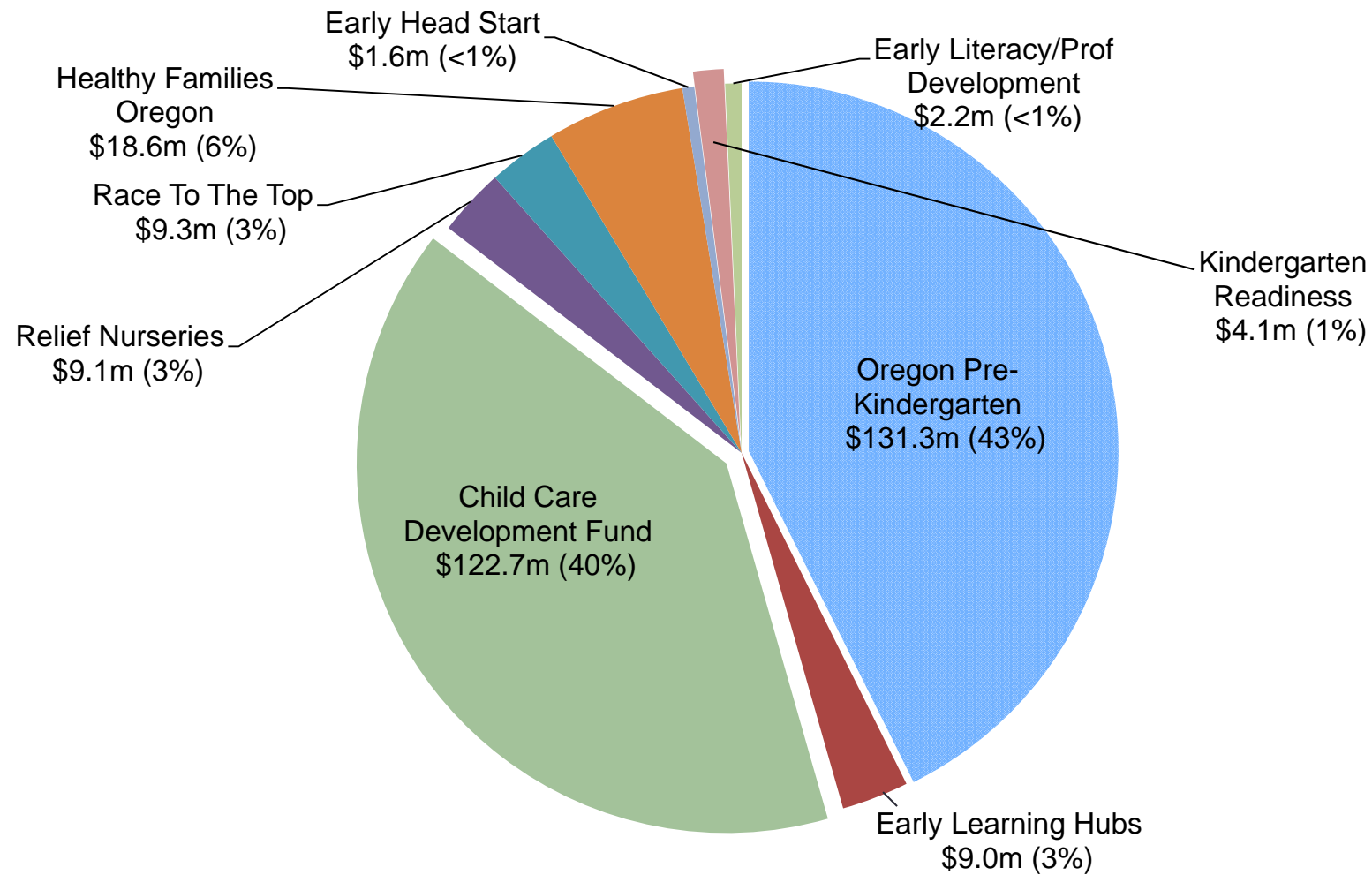
ELD 2015-17 Current Service Level

Total Funds \$334.7 Million

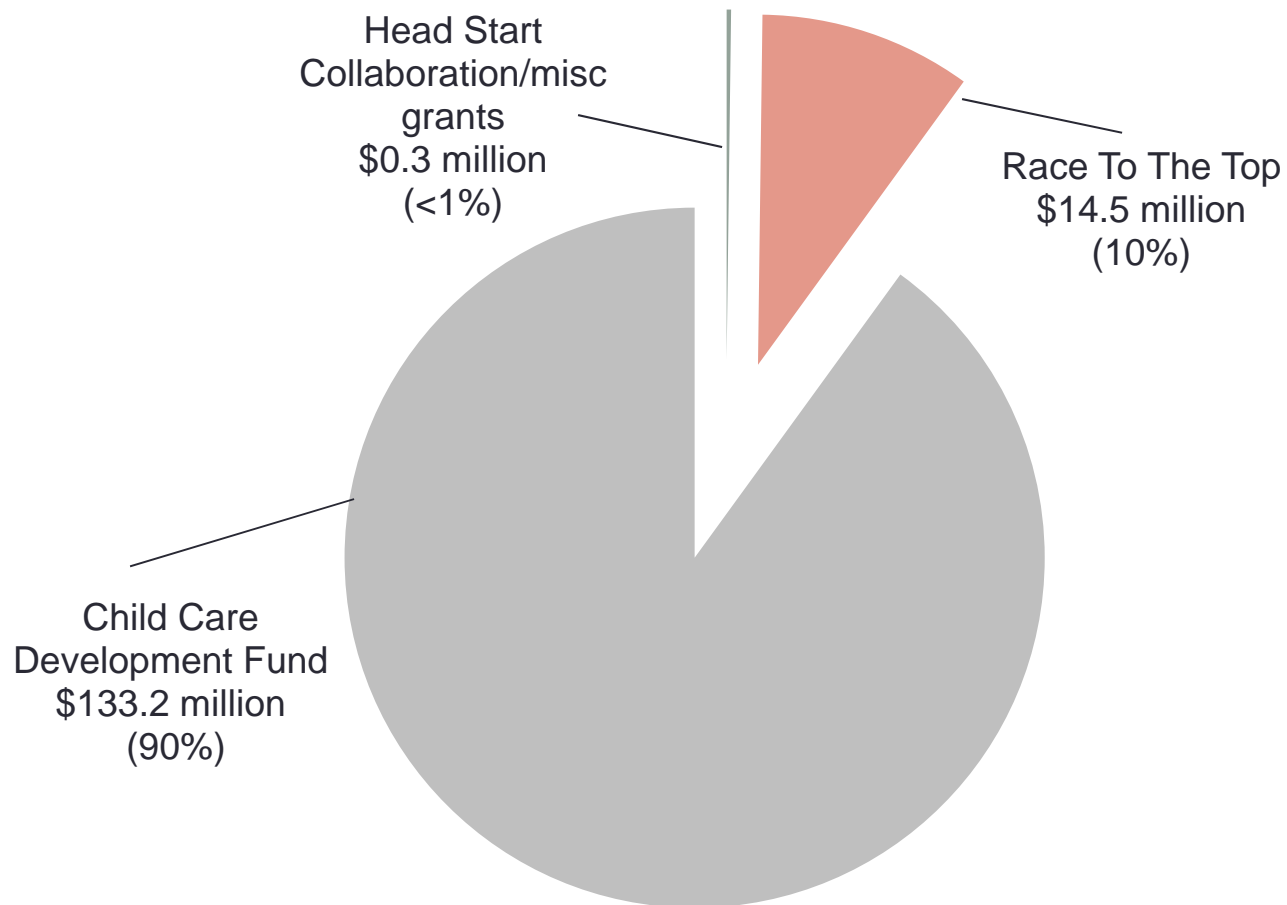


2015-17 CSL Special Payments

Total Funds (\$307.9 million)



2015-17 Federal Funds \$148.1 Million





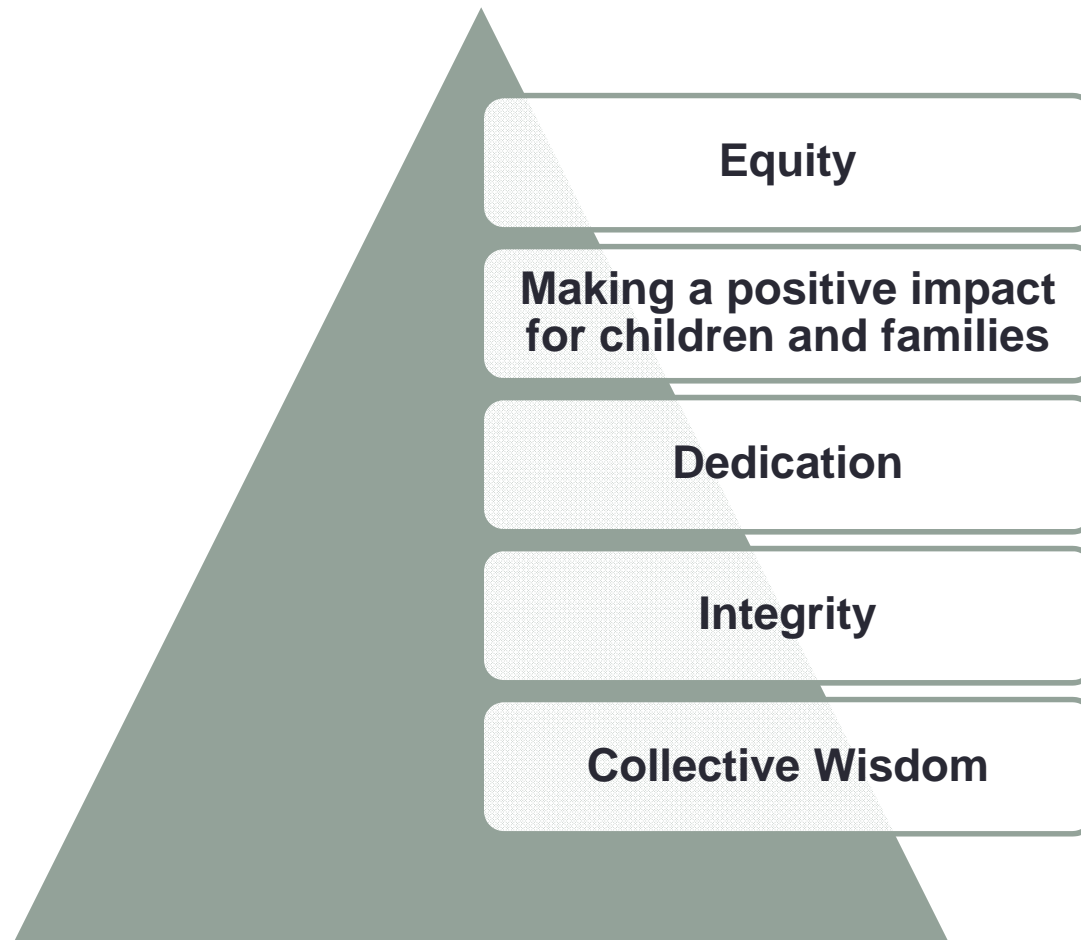
EARLY LEARNING DIVISION STRATEGIC PLAN



Early Learning Division Mission

The Early Learning Division supports all of Oregon's young children and families to learn and thrive.

Early Learning Division Values



Early Learning Division's Goals

- Children arrive at kindergarten ready to succeed.
- Families are healthy, stable and attached.
- The Early Learning System is coordinated, aligned and family-centered.



Early Learning Council Strategic Plan

The ELC Strategic Plan has four long-term goals (all part of Goal 1.1 of the ODE strategic plan):

1. Ready Children

- All children enter kindergarten with the skills, experiences and supports needed to succeed.

2. Healthy, Stable & Attached Families

- Families have the information and support they need to prepare their children for school.

3. System Coordination

- Early learning services are coordinated, aligned and family centered.

4. Supported communities

- The Early Learning Council and Division are accountable and accessible to its constituents.

Early Learning Measures

Examples of Strategic Plan Metrics

Goal 1: All children enter kindergarten with the skill, experiences and supports to succeed.

40% of providers licensed; 30% at C2Q; 15% at 3 star; 10% at 4 star; and 5% at 5 star

Goal 2: Families have the information and support that they need to nurture and prepare their children for school.

80% of children receiving developmental screening before age 3

50% of families and caregivers who receive information about family role in child development report behavior changes

Goal 3: Early learning services are coordinated and aligned.

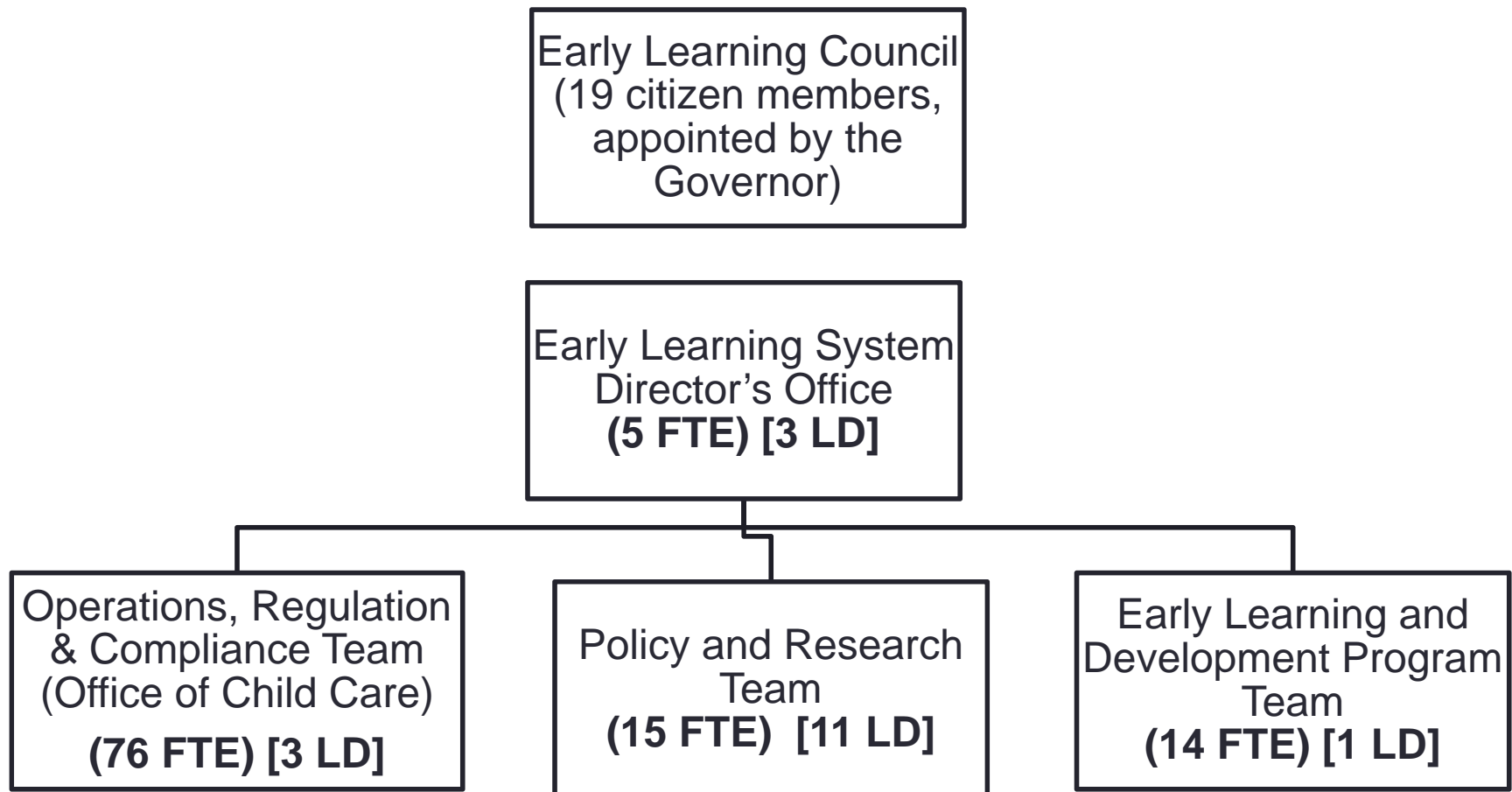
Hubs making meaningful progress on accountability metrics

Goal 4: The Early Learning Council is accountable and accessible to its constituents>

25% increase in stakeholder opportunities to give feedback and inform early learning policy

EARLY LEARNING DIVISION STRUCTURE

Early Learning Division Structure





Early Learning Division Structure

Director's Office

- **Core functions:** Division-wide management, partnerships with other state agencies, communications, equity and community engagement, strategic planning, Early Learning Council support, legislative relations

- 5 FTE (3 Limited Duration)



Early Learning Division Structure

Program Team

- **Core functions:** Oversees and administers all ELD programs including Oregon Pre-Kindergarten, state Early Head Start, Relief Nurseries, Healthy Families Oregon, Child Care Resource and Referral, Quality Rating Improvement System, Head Start Collaboration, professional development efforts
- Administers the Race to the Top Early Learning Challenge Grant
- Responsible for engaging early learning programs run by other state agencies with the goal of operationalizing “system coordination” at the state level
- 14 FTE (1 Limited Duration)



Early Learning Division Structure

Policy & Partnership Team

- **Core Functions:** Oversees implementation of Early Learning Hubs, oversees Age 3 to Grade 3 alignment, supports the ELC as directed, oversees policy development and research, legislative relations to support the Director

- 15 FTE (11 Limited Duration)



Early Learning Division Structure

Business and Operations/Regulatory and Compliance Team (Office of Child Care)

- **Core functions:** Child care licensing, monitoring and regulation, administration of CCDF block grant, budget, procurement/contracting, office operations, IT, liaison with ODE shared services and supports
- **Field offices:** Many of the staff in this unit work as licensing specialists out in nine field offices across the state and are managed by three licensing managers.
 - Each licensing specialist carries an average case load of 108 child care providers.
 - Field offices are located in Tualatin, Gresham, North Portland, Salem, Eugene, Medford, The Dallas, Redmond and Milton-Freewater.
- 76 FTE (3 Limited Duration)

KEY EARLY LEARNING PROGRAMS & INITIATIVES



2015-2017 Priorities

- **Supports for working families:** Increasing access to quality early learning and development programs through expanding Employment Related Day Care, mixed-delivery preschool and home visiting programs
- **Investing in a cohesive system:** Increasing support for community-based collaborative reforms via Early Learning Hubs
- **Connecting across systems:** Building a formal connection to K-3 education system through the Age 3 to Grade 3 literacy initiative and the Kindergarten Partnership and Innovation Fund

Early Learning Hubs

- First funded in 2013 and governed by ORS 417.827
- Designated by regional partners to coordinate early learning services and produce better outcomes for at-risk children under 6
- Core responsibilities are: finding populations of children most at risk, identifying their needs, working across sectors to connect them to services and accounting for outcomes collectively
- Focus population: 170,000 children

2. Identify the needs of these children and their families.

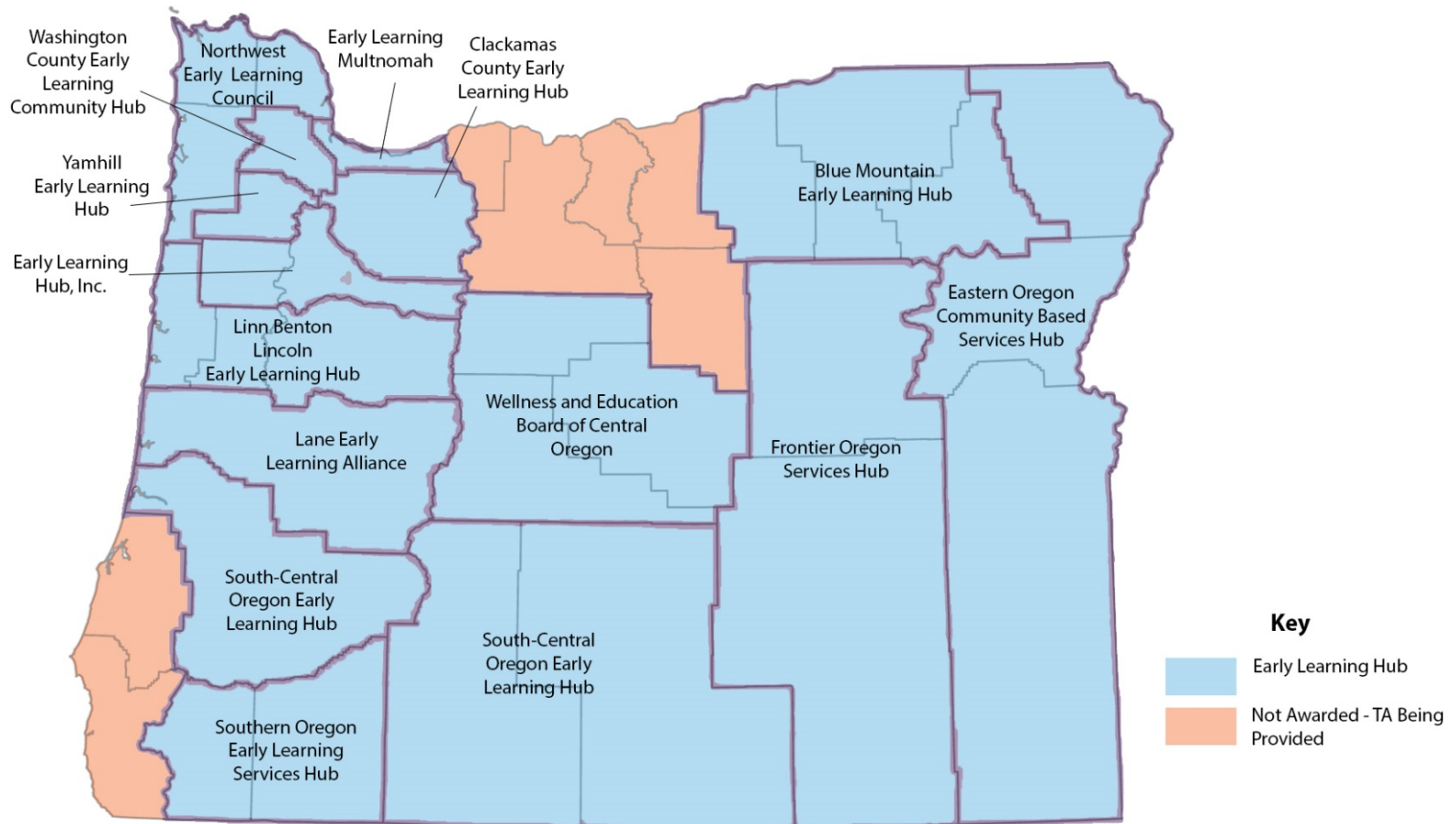
1. Identify the populations of children most at risk of arriving at kindergarten unprepared for school.



3. Work across sectors to connect children and families to services and support that will meet their needs.

4. Account for Outcomes collectively across the system.

Early Learning Hubs



Early Learning Hub Short-term Metrics

➤ Children are supported to enter school ready to succeed.

- Number of children from Oregon PreKindergarten (OPK), Head Start or other waiting lists served by a Hub partner program
- Increase in number of Quality Rating Improvement System (QRIS) providers serving “hot spots” and communities of color
- Increase in percent of children who receive a developmental screen before the age of 3

➤ Families are healthy, stable and attached.

- Increase in percentage of children in Employment Related Day Care (ERDC) in a 3, 4 or 5 tier QRIS program
- Increase in the number of children and families served by Dept. of Human Services (*e.g.*, through Temporary Assistance to Needy Families or child welfare) who are receiving early learning, parent education or family support services
- Increase in the percentage of children on the Oregon Health Plan who make it to regular visits in their primary care home



Funding Streams

- Early Learning Hubs: **\$4 million**
- Family Support Title IV-B2: **\$3 million**
- Great Start: **\$1.3 million**
- To maintain continuity of services, some Family Support and Great Start funds continued to flow to counties or directly to programs for all or part of the biennium.
- The 2015-17 proposed budget includes a \$24 million increase for Early Learning Hubs.

Connecting to K-12

- Kindergarten Partnership and Innovation Funds
 - 2013-15 Investment: \$4.0 million
 - ✓ 16 Grants Awarded

- Early Literacy Funds
 - 2013-15 Investment: \$1.8 million
 - ✓ Family Resources: 28 Grants Awarded
 - ✓ Support Programs: 29 Grants Awarded
 - ✓ Reading Expansion: 29 Grants Awarded



Connecting to K-12

➤ Kindergarten Partnership and Innovation Fund

- First funded in 2013
- Creates a connection between early learning and K-12 education by funding innovative community and school partnerships
- Funding 16 projects across the state
- 9,452 children benefiting from investments
- Preliminary data show participating children outperform the statewide average for the kindergarten assessment.
- The 2015-17 budget proposes a \$5 million increase to this program.

Early Learning Regulation and Quality

- Licensing and Compliance
 - Background checks
 - On-site health & safety monitoring of all licensed facilities
 - Child Care Rule Revisions
 - Complaints and public inquiries

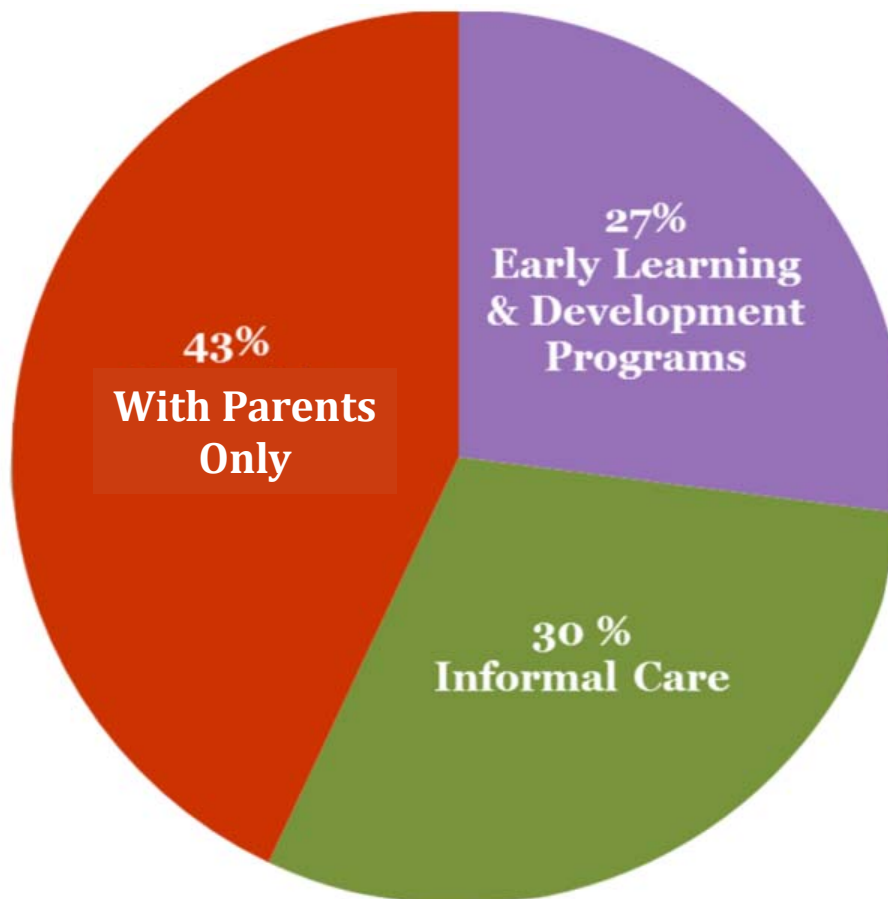
- Child Care Subsidy




Early Learning Regulation and Quality

➤ Child Care Supports

- Licensing and regulation
- Oregon's Quality Rating and Improvement System encourages licensed child care providers to meet child learning and development standards and supports them in doing so.
- Child Care Resource & Referral Network
- Early childhood professional development system

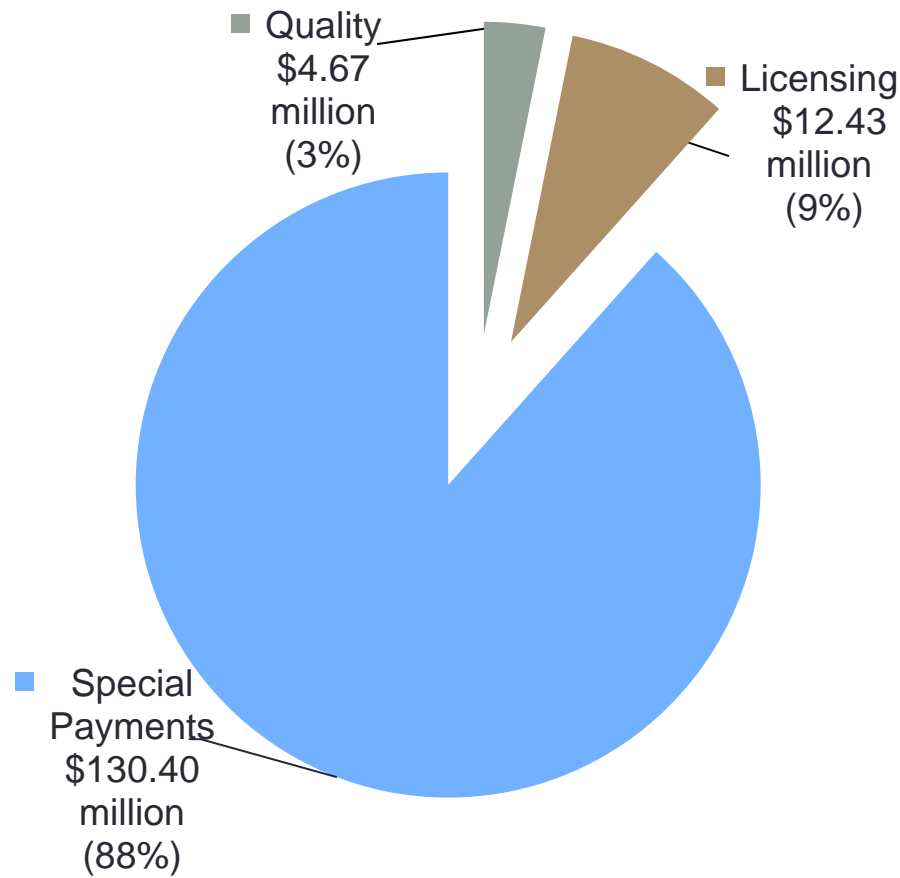
Child Care Settings



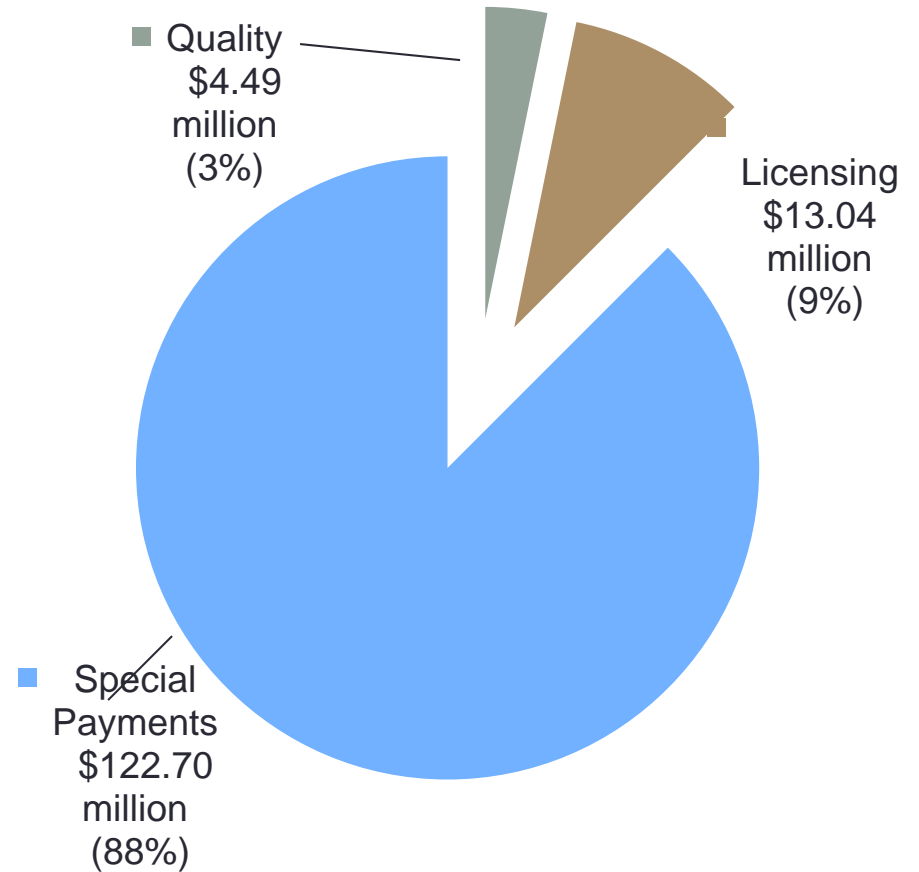
-  **Early Learning and Development Programs** - includes licensed center and family child care, Head Start, Oregon Pre-K, paid care in nonrelative's home, and group activities
-  **Informal Care** - Care in a child's home by a relative or nonrelative, care in a relative's home, and unpaid care in nonrelative's home
-  **With Parents Only** - includes children whose parents reported "no child care or educational program, paid or unpaid, for this child"

Office of Child Care

2013-15 Legislatively Approved Budget

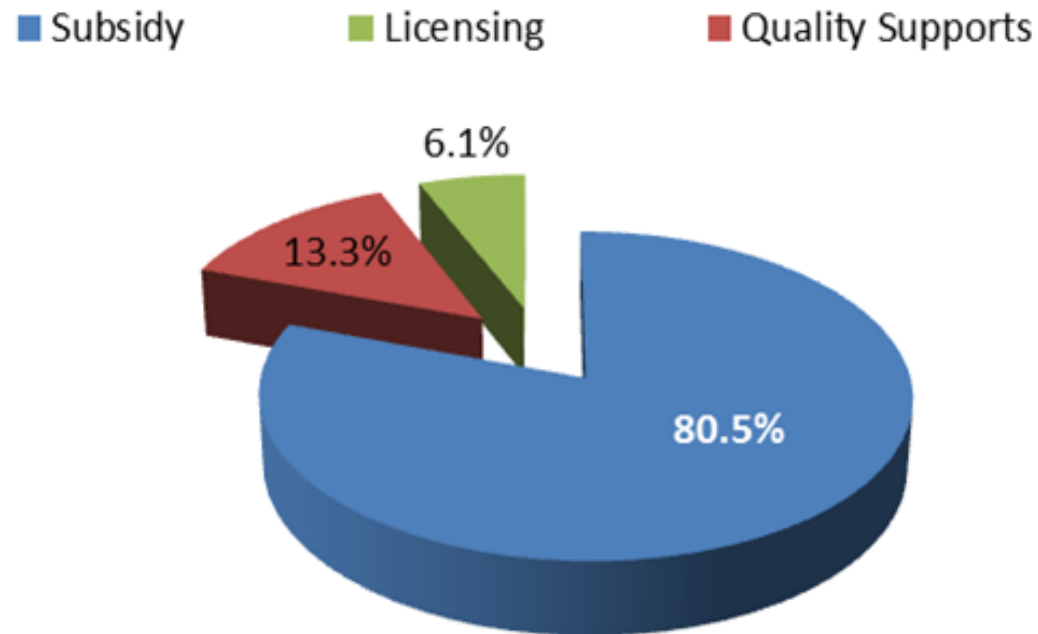


2015-17 Current Service Level



Child Care Development Fund (CCDF)

CCDF Allocations 2013-15



Total CCDF 2013-15: \$133.2 million

Child Care Subsidies

Employment Related Day Care

- Working families with incomes below 185% of Federal Poverty Line
- Annual cumulative enrollment of 13,176 families
- Currently serves less than 20% of eligible population
- Governor's Request Budget proposes \$49 million increase

Special Populations Programs:

- Migrant Seasonal Farm Worker
 - Annual cumulative enrollment of 434 families
- Teen Parent
 - Annual cumulative enrollment of 591 families
- Residential Alcohol and Drug Treatment
 - Annual cumulative enrollment of 546 families
- Inclusive child care - supplemental payment for children with very high special needs
 - Annual cumulative enrollment of 58 families

Changes to CCDF Rules

- Stronger focus on child development

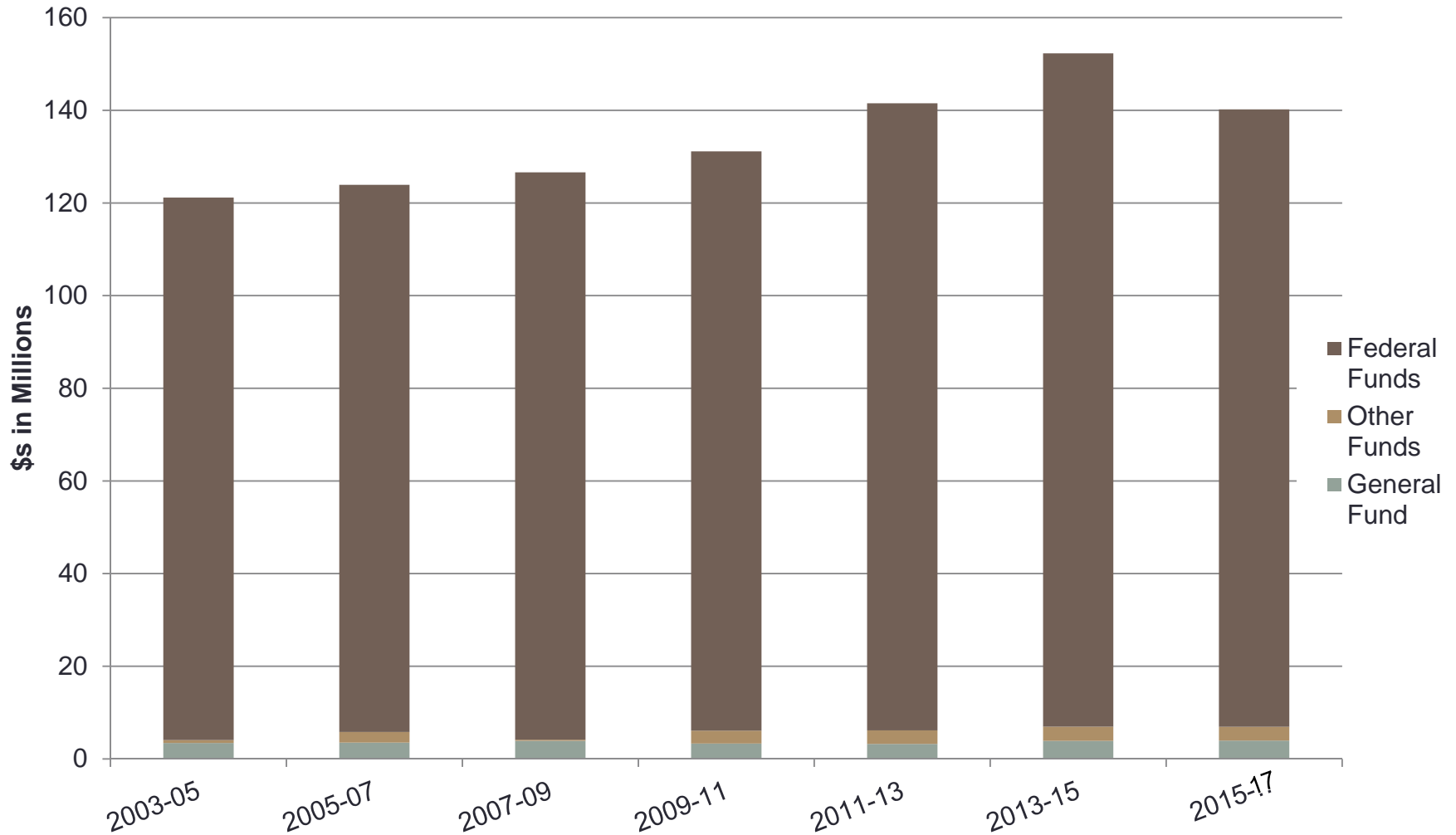
- New monitoring and safety requirements:
 - On-site monitoring of licensed exempt providers
 - Compliance by 11/19/2016
 - Estimated 3,000-5,000 additional providers
 - Fingerprinting and background checks
 - Compliance by 9/30/2017
 - Enhanced requirements for parent and public access to complaints and compliance information
 - Compliance by the earlier of a) 11/19/2017 or b) one year after monitoring in place



Office of Child Care and ERDC Outcomes

- Over 4,400 facilities are monitored annually to ensure health and safety.
- 16% of children are supported by Employment Related Day Care in Commitment to Quality or QRIS star-rated programs.
- 35% of the early care and education workforce achieved a Step 7 or higher on the Oregon Registry.

Office of Child Care Funding History





Oregon Pre-Kindergarten

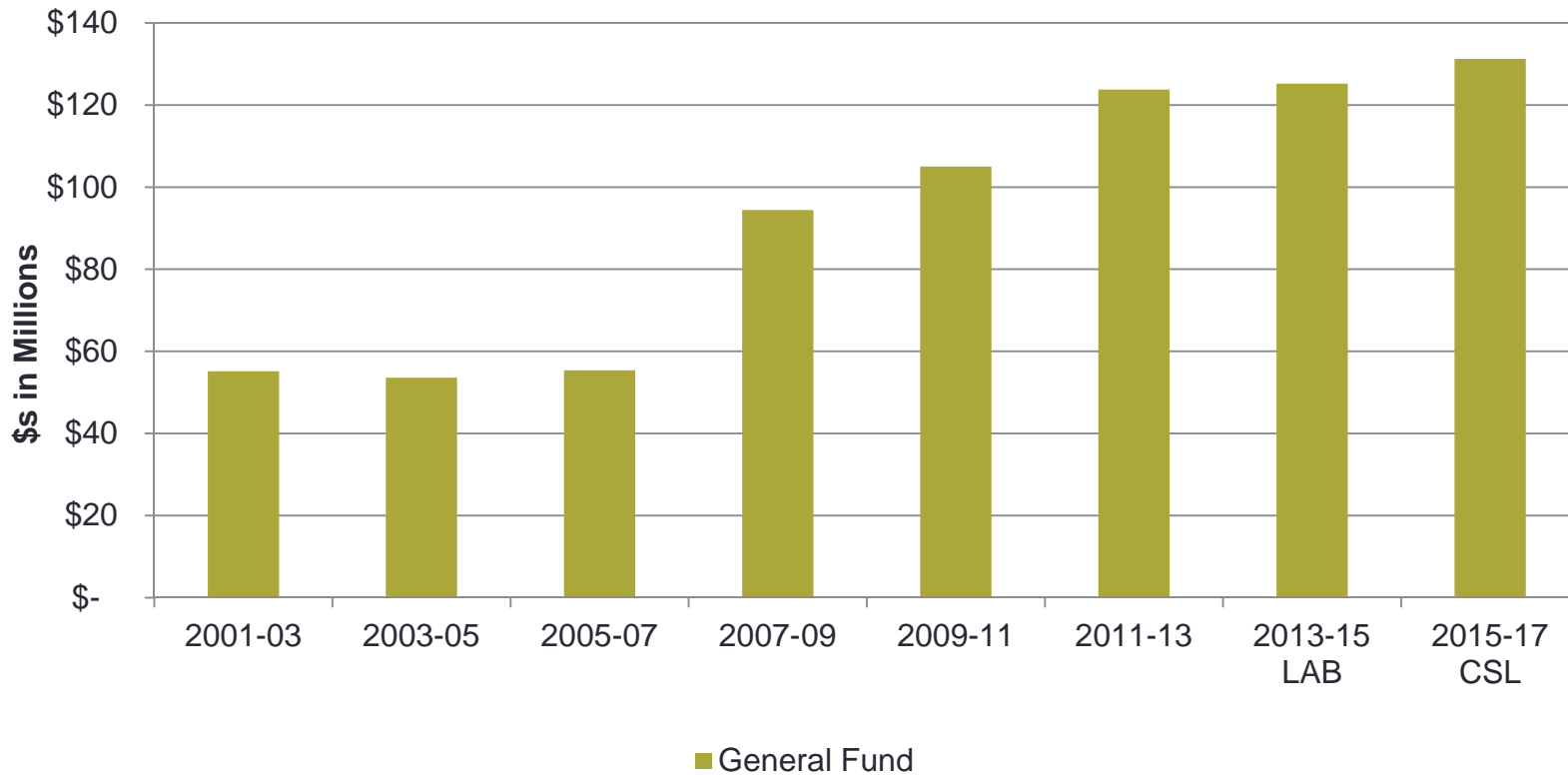
- Established in ORS 329.160 through 329.200
- Modeled and designed to work side by side with the federal Head Start program, thus referred to as “OPK/Head Start”
- Serves 3- and 4-year-olds in poverty to ensure school readiness
- Providers include public schools, ESDs, higher education, and community-based non-profits (currently 28 providers with all 36 counties served).
- Both state and federal dollars are used in most programs but federal dollars do not flow through ODE.



Oregon Pre-Kindergarten

- In total, OPK/Head Start served 13,321 children in 2013-14 and 13,762 children in 2014-15 (62.1% of eligible children - up from 50.9% in 2012-13).
- State-average annual expenditures per child are \$8,384.
- State programs need to keep funding parity with federal programs.
- The proposed 2015-17 budget adds \$4.0 million (over CSL) for program enhancements.

OPK Funding History





Mixed Delivery Pre-School

- The 2015-17 proposed budget includes \$30 million to expand pre-school in a “mixed delivery model” that builds on both the state’s Head Start/OPK programs and high-quality child care programs.
- Would also allow K-12 school districts to access state funding for pre-school for the first time



Healthy Families Oregon

- First funded by the State in 1993 through ORS 417.795
- Healthy Families Oregon is a fully accredited, evidence-based statewide home visiting program proven to reduce child abuse and neglect.
- The program impacts outcomes related to school readiness, child health and wellness, safety and family stability.
- Over 2,470 families received family support and coaching in 2014.
- Cost per child: \$4,656
- The 2015-17 proposed budget includes a \$10 million increase to this program.

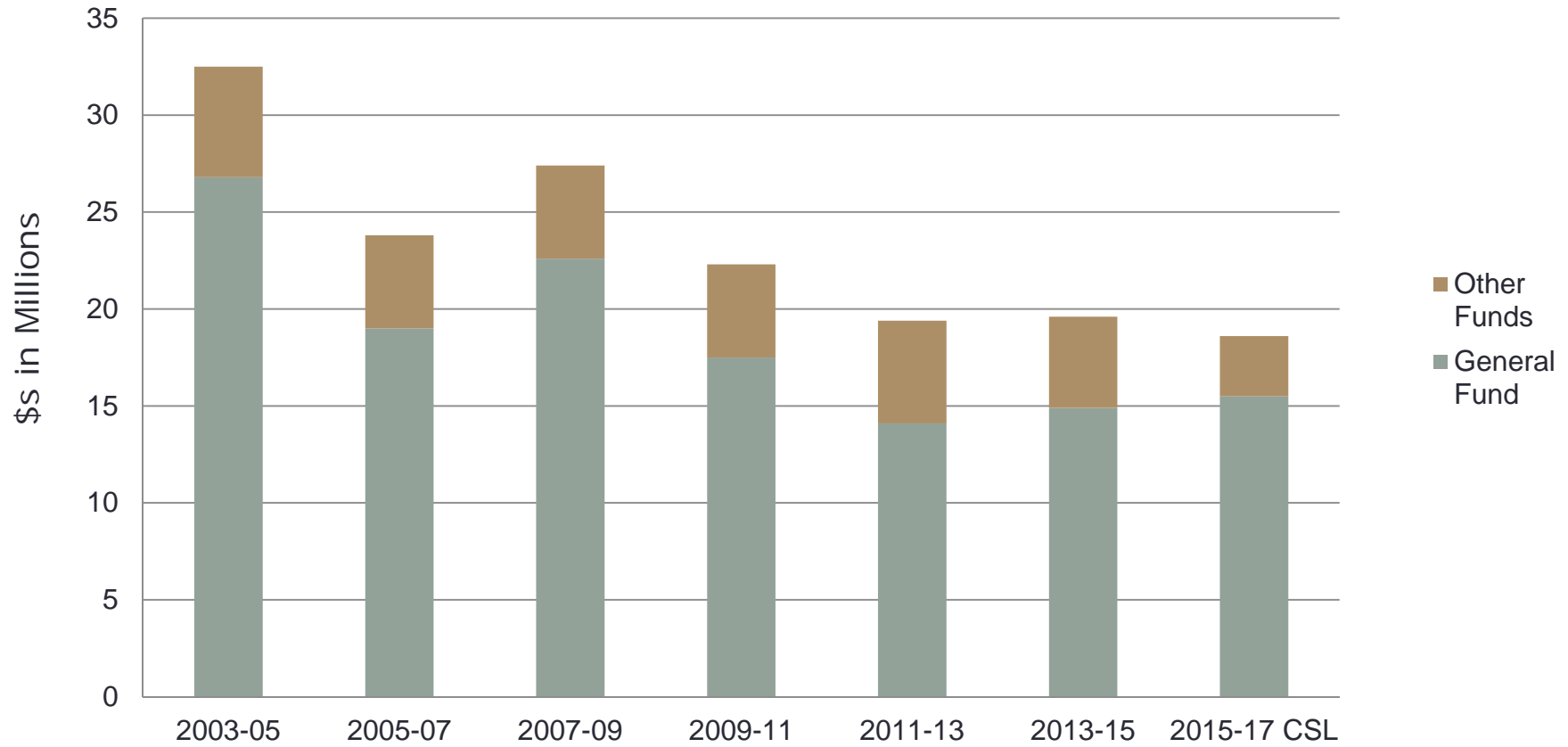


Healthy Families Oregon Outcomes

- Children who are served by the program are 2 ½ times less likely to be maltreated compared to unserved children.
- Children whose mothers were enrolled in the program are significantly more likely to be fully immunized at age 2 than the general population.
- Participating mothers scored significantly lower, compared to control mothers, on the Parenting Stress Index, a validated measure of parent stress, which has been linked to risk of child abuse and neglect.
- Participating mothers were 13 percentage points more likely to read to their babies on a daily basis.

Program Funding History

Healthy Families Oregon





Relief Nurseries

- Comprehensive therapeutic support programs serving families with children under age 6
- Serve children and families experiencing multiple stress factors; at risk for child abuse and neglect
- Work to keep children safe in their homes, reducing the number of children in foster care
- Provide therapeutic early childhood classrooms, home visits and parenting supports
- Serves 3,319 children in 25 programs (15 core; 10 satellite) statewide

Relief Nurseries Outcomes

- Reduces risk of child abuse and neglect:
 - ✓ Within 12 months, families in program see risk factors drop from 9 to 7.
 - ✓ 98.6% of children enrolled in services avoid foster care and continue living with families.
 - ✓ The percentage of enrolled parents who report reading to their children at least 3 times a week increases from 32% to 52% after six months in program.



Early Head Start

- First state funding in 2009-11 (funding distributed to existing providers)
- Services focus on cognitive, developmental, and socio-emotional supports; medical and dental screenings; nutritional services; mental health services; parental involvement; and referrals to social services for the entire family.
- Serves children under three years old; expectant mothers at or below the poverty line; children in foster care who are homeless, or have other risk factors also qualify
- 64 children served
- Amount per child: \$11,843
- The proposed 2015-17 budget adds \$4.1 million (over CSL).



Youth Development Division
Iris Bell, Executive Director

Youth Development Division Created

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 and is integrated, measurable and accountable.





Legislative Request: Funding Allocation Plan

- The Youth Developmental Council was asked to develop a funding allocation plan for all services provided by the council including new investments in youth development programs and services aligning with goals of the Oregon Education Investment Board.

- Following a six-month Community Engagement process, with 100 meetings in 30 Oregon communities and a review of research and policy, the Council created a **Community Investment Strategy**.

YDC's Community Investment Strategy

- Indicators of Need
- Equity
- Collective Impact methodology
- Need-based, performance-based grant funds:
 - Youth & Community (three funding tiers)
 - Youth & Innovation (targeting an *Emergent and Urgent Need* to bring *Program to Scale*)
 - Youth & Gangs (prevention and intervention programs)
 - Youth & Juvenile Crime Prevention (federal funds)

Youth & Community

- Community-based grants improving education and workforce success for youth ages 6-20 disconnected from - or at risk of disconnecting from - education system and labor market
- Programs or services must be effective evidence-based, research-based, and practice-based prevention and intervention approaches.
- Three tiers of funding are available.





Youth & Innovation

- Non-recurrent community-based grant supporting innovative and sustainable efforts improving education and/or workforce success for youth ages 6-20
- Must target an emergent and urgent need to address a social problem at the onset
- Provides funding to take a program to scale to operational sustainability

Youth & Gangs

- Community-based grant designed to assist existing efforts to address youth gang violence
- Communities required to use federal Office of Juvenile Justice and Delinquency Prevention (OJJDP) Comprehensive Gang Model as framework, using incident reports and school data
- Funds activities and direct services at gang-affected and gang-involved youth



Youth & Crime Prevention Federal Funds

Youth Development Council's Juvenile Crime Prevention
Federal Grant:

- Disproportionate Minority Contact Reduction
- Restorative Justice
- Youth Gang Reduction
- Crossover Youth Practice Model

Input	→ Output	→ Short-Term	Medium-Term	Long-Term
<p>Youth & Community Funds</p> <p>Tier I</p> <ul style="list-style-type: none"> Meets at least 2 required and 3 add’l Indicators of Need <p>Tier II</p> <ul style="list-style-type: none"> Meets at least 2 requirements and 2 add’l Indicators of Need <p>Tier III</p> <ul style="list-style-type: none"> Meets 3 Indicators of Need All must show community is planning and/or implementing Collective Impact Model 	<p>Who is Reached?</p> <p><i>Middle School (6-16)</i></p> <ul style="list-style-type: none"> Free and reduced price lunch eligible students Homeless students Students with disabilities Limited English proficient students Students from groups with disparities in school attendance rates Students from groups with disparities in school performance rates (e.g. economically disadvantaged, limited English, under served, race/ethnicity) Youth from groups with disproportional juvenile referral rates, especially based on economic disadvantages, ESL, disabilities, race, ethnicity, homeless and LGBT status Minority students Youth in communities with low school attendance rates Youth in communities with low school assessment scores in reading, math, and/or science Youth at risk of or affected by gang activity 	<p>What is Done?</p> <p>High quality based programs that:</p> <ul style="list-style-type: none"> Are evidence-based, research-based, and practiced-based prevention and intervention approaches Are culturally appropriate Are sexual-orientation and gender identity specific Address various barriers to educational and workforce success Utilize a Collective Impact approach Deliver innovative programs to address an Emergent or Urgent need Utilize OJJDP Comprehensive Gang Model approach 	<p>Youth/Family Outcomes</p> <p><i>Change youth knowledge, awareness, opinions, aspirations, motivation, related to:</i></p> <ul style="list-style-type: none"> Education Employment Career Criminal Involvement <p><i>Change in youth awareness of, and access to support services:</i></p> <ul style="list-style-type: none"> Mental/behavioral services Education Workforce development Family support Pregnancy prevention Increase youth engagement in program <p><i>Increase family access to:</i></p> <ul style="list-style-type: none"> Resources Parenting education Mental/behavioral health 	<p>Youth Level Outcomes</p> <ul style="list-style-type: none"> Increase school attendance Increase school activity Increase school achievement Decrease criminal involvement Decrease recidivism Increase employment <p>Community Level Outcomes</p> <ul style="list-style-type: none"> Increase four year graduation rates Increase five year graduation rates Increase attendance rates Decrease drop-out rates Increase % of students meeting or exceeding on statewide assessments in reading, math and science Decrease disparities on 5 indicators above based on economic disadvantages, ESL, disabilities, race, ethnicity, homeless and LGBT status
<p>Youth & Innovation Funds</p> <ul style="list-style-type: none"> Emergent and Urgent needs grants Must quantify social problem Connect the concern to adverse impacts on education and workforce success Meets 5 Indicators of Need <p>OR</p> <ul style="list-style-type: none"> Bring Program to Scale Must be planning and/or implementing Collective Impact Model for both Urgent and Emergent AND Program to Scale 	<p><i>High School (16-20)</i></p> <ul style="list-style-type: none"> All of middle school AND students with disparities in graduation, completion and drop out rates Students with low 4 and 5 year graduation rates Students with high drop-out rates Youth in communities with Opportunity Youth rates above statewide average Youth in communities with drop-out rates above the statewide average Youth at risk of or affected by gang activity 	<p>OR</p> <ul style="list-style-type: none"> Take a program to scale in terms of operational sustainability Evidence based programming Practice & management level rating Empirically valid research and theory Risk, needs & responsive principles Practice based evidence Tribal best practice 	<p>Collective Impact Outcomes</p> <ul style="list-style-type: none"> Dedicated and capable background organization Development and implementation of common agenda Development of shared measurement systems Identification of mutually-reinforcing activities Development and implementation of continues communication strategies 	<p>Collective Impact Outcomes</p> <ul style="list-style-type: none"> Decrease barriers to youth education success Decrease barriers to youth employment success Increase connection for youth to school Increase secure connection for youth to school Increase secure connection for youth to employment
<p>Youth & Gangs Funds</p> <ul style="list-style-type: none"> Uses OJJDP Comprehensive Gang Model as framework Demonstrate community has gang problem Provide gang intelligence information Provide police incident report data relating to gang activity 			<p>OJJDP Comprehensive Gang Model Outcome</p> <ul style="list-style-type: none"> Community mobilization efforts taking place Date collection analysis 	<p>OJJDP Comprehensive Gang Model outcome</p> <p>Development of strategies in response to data collection and gang activity</p>
				<p>General Outcomes</p> <ul style="list-style-type: none"> Reduction in current 14.2% Opportunity Youth rate in Oregon Increase economic advancement of Oregon's youth Increase social advancement of Oregon's youth Reduction in rate of disparities for Oregon's Opportunity and Priority Youth <p>OJJDP Comprehensive Gang Model Outcome</p> <ul style="list-style-type: none"> Reduction in gang activity and violence Continued Data monitoring and evaluation of implemented strategy

Input



Output



Short-Term

Medium-Term

Long-Term

Youth & Crime Prevention Federal Funds
JCP Federal Grant
 • Disproportionate Minority Contact Reduction
 • Restorative Justice
 • Youth Gang Reduction
 • Crossover Youth Practice Model

Federal outcomes are determined by the Department of Justice, Office of Justice Programs. Each federal grant administered by the Office of Juvenile Justice and Delinquency Prevention requires separate outcome measures in determining a program’s success in addressing youths’ needs.

Youth & Juvenile Crime Prevention General Funds
JCP State General Grant
 0-17 youth population lump sum allocation to 36 counties & Nine Federally Recognized Tribes of Oregon

All Youth (10-18)
Having more than one of the following risk factors:
 • Antisocial behavior
 • Poor family functioning or poor family support
 • School failure
 • Substance abuse or negative peer association
AND
 • Are clearly demonstrating at-risk behaviors that have come to the attention of government or community agencies, schools or law enforcement and will lead to imminent or increased involvement in the juvenile justice system

High quality based programs that are:
 • Are evidence-based
 • Practice & management level rating
 • Empirically utilize valid research and theory
 • Address risks, needs & responsive principles
 • Practice based evidence
 • Tribal best practice
 • Are gender specific
 • Are culturally competent
 • Reduce juvenile arrests
 • Reduce juvenile recidivism
 • Reduce need for beds operated by the Oregon Youth Authority
 • Are prevention and intervention based

• Juvenile Crime Reduction
 • Recidivism Reduction



State Juvenile Crime Prevention Program

The YDC's Juvenile Crime Prevention (JCP) Program provides essential prevention and intervention services for Oregon's at risk youth. The goal of 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; and/or
- substance abuse.



State Juvenile Crime Prevention Program

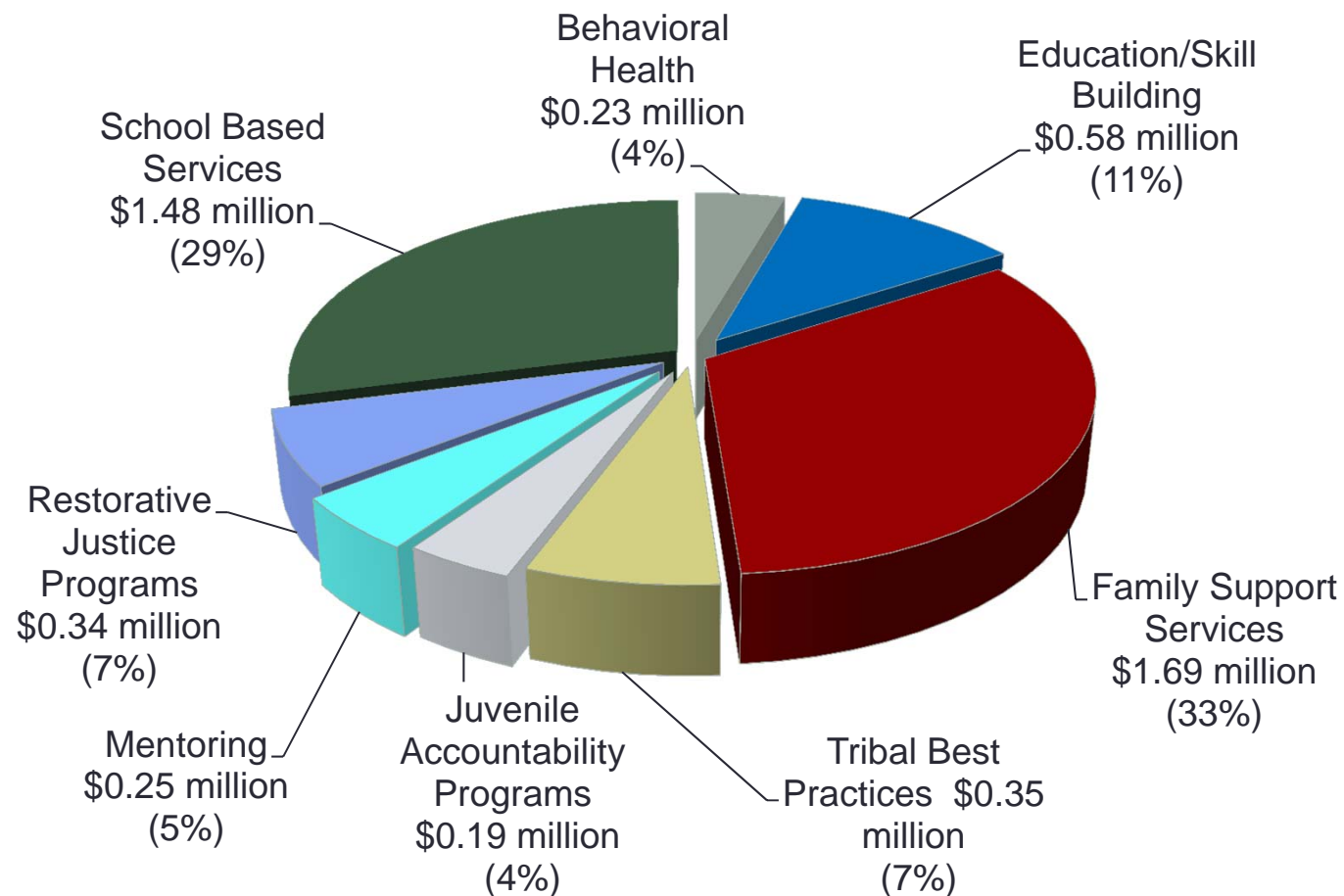
Programs are funded in collaboration with community partners such as tribes, schools, social service agencies, and juvenile departments.

Programs funded include:

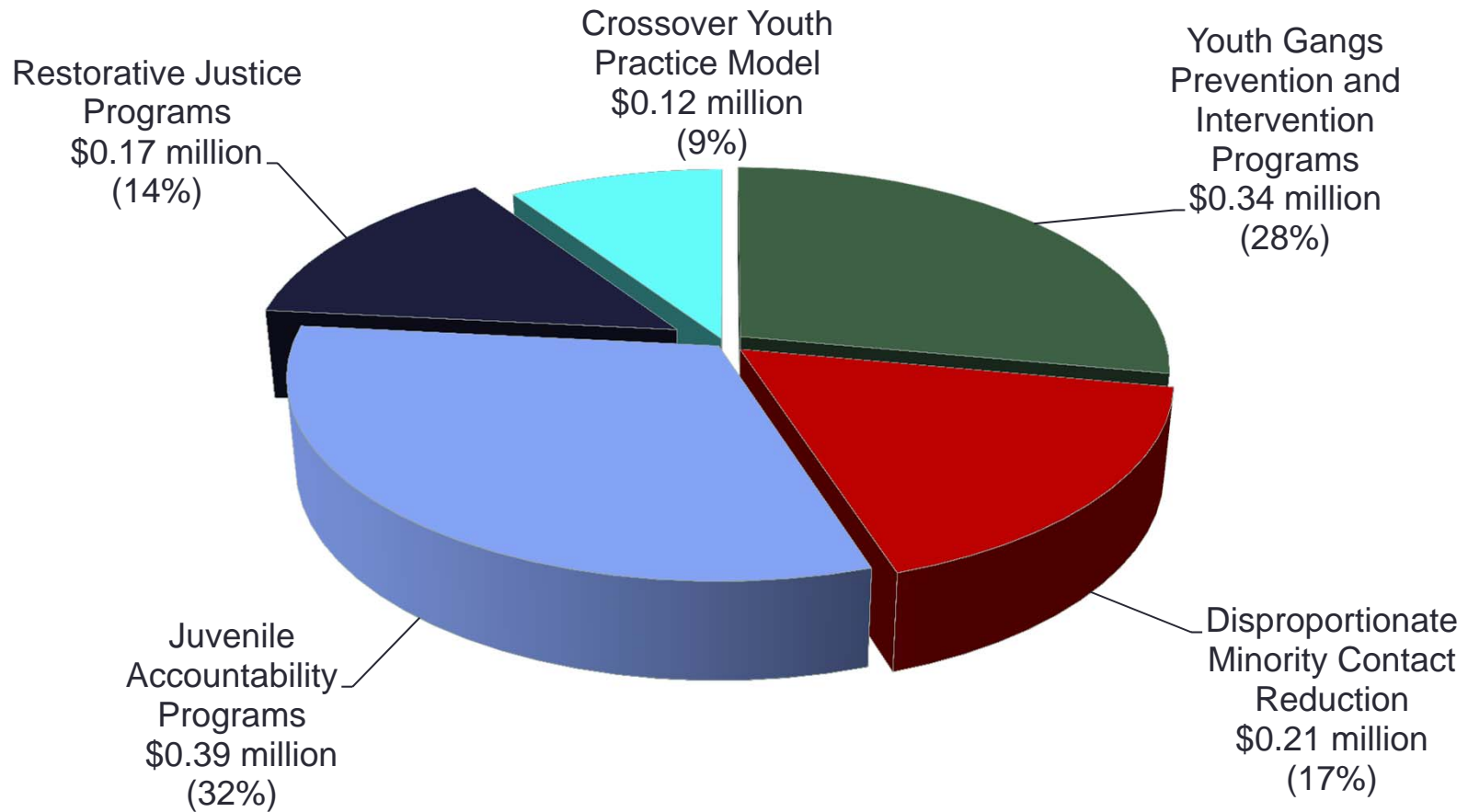
- school-based services;
- family support services;
- teen and peer courts;
- education and skill-building;
- behavioral health; and
- mentoring.

Juvenile Crime Prevention

2013-15 General Fund Grants by Program Type



Juvenile Crime Prevention 2013-15 Federal Grants by Program Type



Community Schools:

- Five sites of educational best practices addressing barriers to learning
- Enhanced and extended day programming
- Parent and community engagement
- Support services



Sites:

- M.A. Lynch Elementary School/Deschutes County
- St. Helens Middle School/Columbia County
- Mid-Valley Elementary School/Hood River County
- Riddle Middle School/Douglas County
- Madison Elementary School/ Coos County



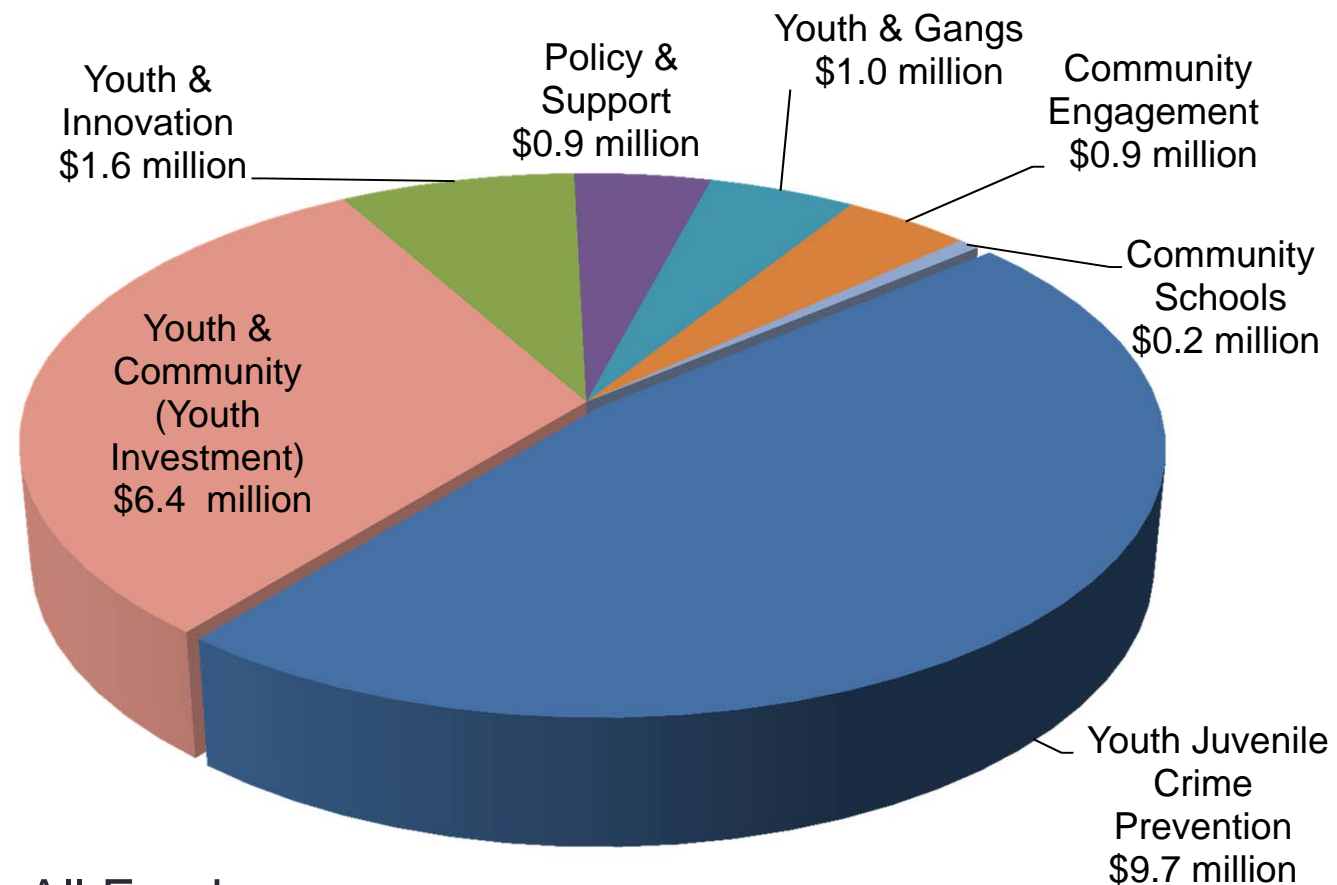
Youth Development Division Policy and Support

The Policy and Support Services budget allows for monitoring the state's investment of prevention and intervention systems and program activities for youth ages 6-20. Policy and Support Services includes funding for five central staff, and provides policy direction and support services for the 21-member Youth Development Council.

The unit provides:

- ✓ youth development and evidence-based and best practice standards
- ✓ program monitoring and accountability
- ✓ fiscal reporting and control

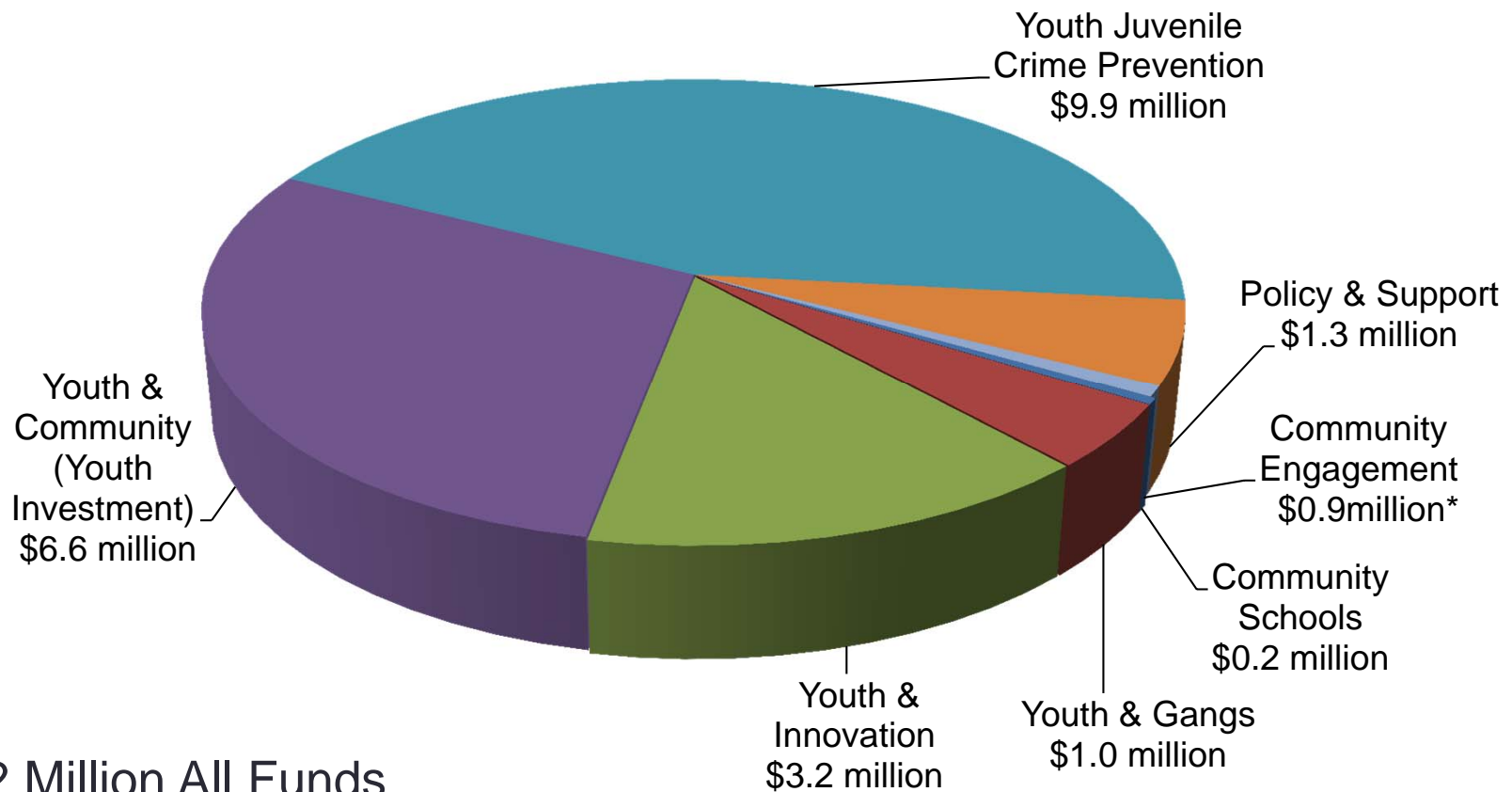
Youth Development Division Programs 2013-15 Legislatively Approved Budget



\$20.7 Million All Funds



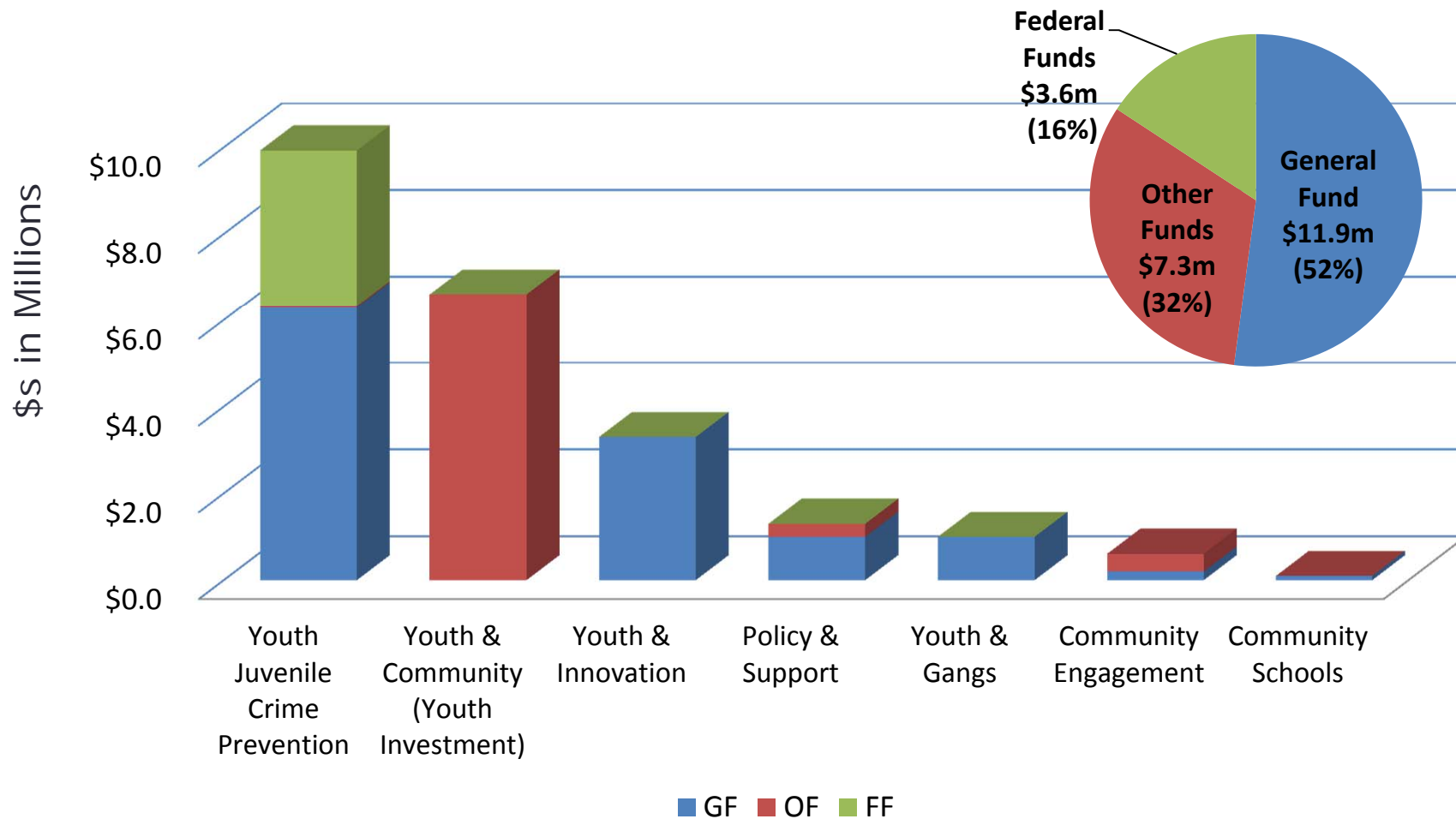
Youth Development Division Programs 2015-17 Current Service Level



\$23.2 Million All Funds

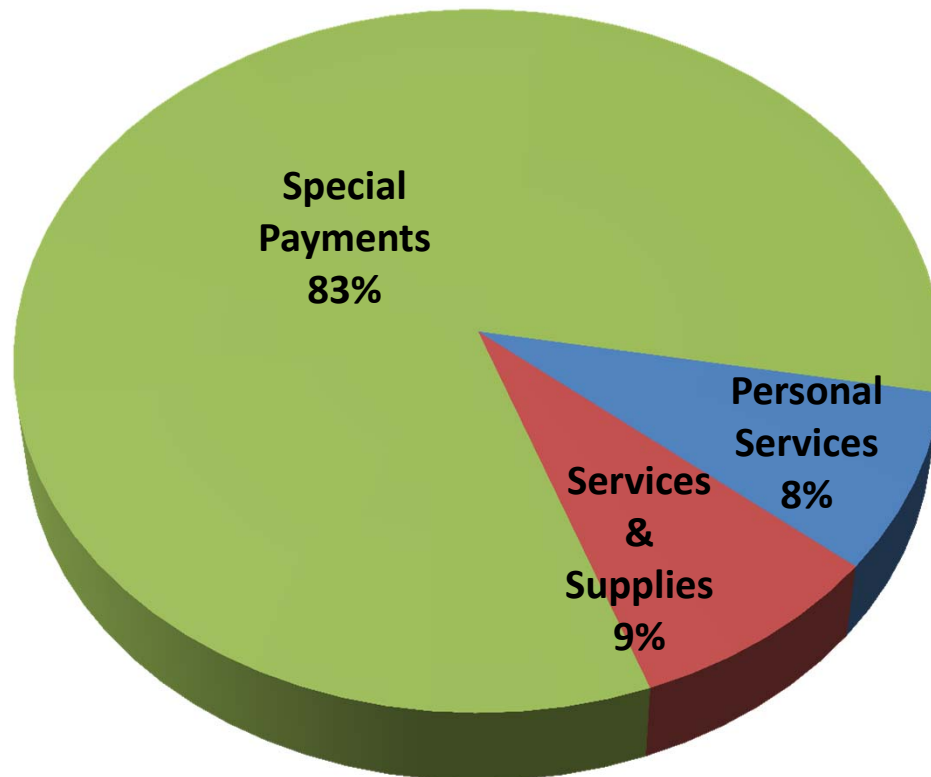
* Limitation only; revenues expected are \$0.2 million

Youth Development Division Programs 2015-17 Current Service Level By Fund Type



Youth Development Division Programs

2015-17 Current Service Level By Expenditure Category



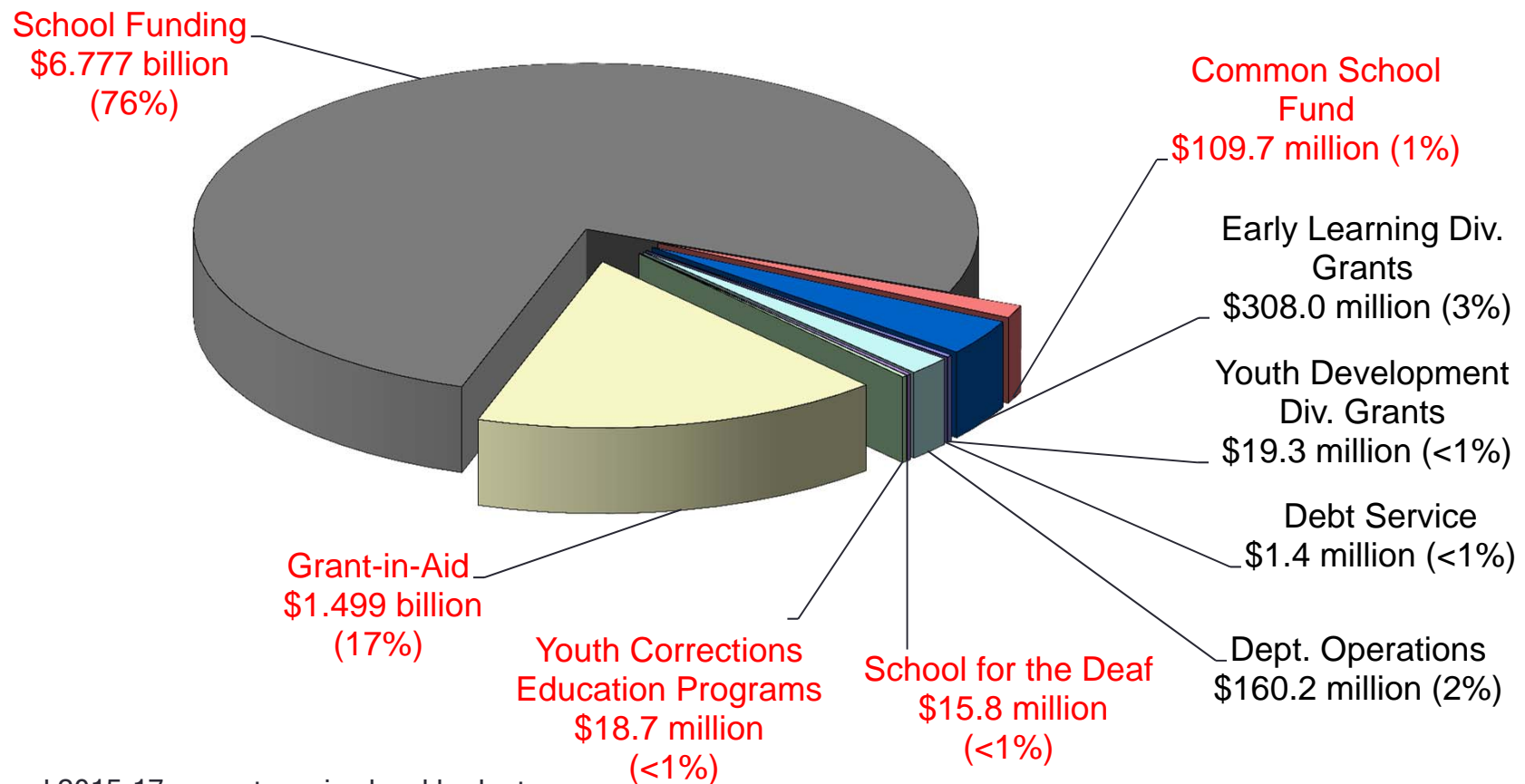
Expenditure Category	\$s in millions
Personal Services	\$1.9
Services & Supplies	\$2.0
Special Payments	\$19.3
Total	\$23.2
Positions/FTE	8/7.5



Other Major Programs



In Addition to ELD and YDD Programs, ODE Operations Has Responsibility for Dozens of State and Federal Education Programs*



*Based 2015-17 current service level budget



Programs and Services

- State School Fund
- Youth Correction/Juvenile Detention
- Early Intervention/Early Childhood Special Education
- State and Federal Special Education Programs
- Nutrition programs
- Strategic Initiatives
- Network for Quality Teaching & Learning

Target Group

- All K-12 students, schools and districts
- Incarcerated youth
- Pre-school children with disabilities or developmental delays
- Children with disabilities
- Children in schools and daycare programs; adults in care facilities
- Pre-school through grade 12 students
- Teachers and administrators



Programs and Services

- Federal compensatory programs such as:
 - ✓ Title IA Basic Grants
 - ✓ School Improvement
 - ✓ Title IC - Migrant Education
 - ✓ Title IIA - Teacher Quality
 - ✓ Title III - English Language Learners

 - ✓ 21st Century Community Learning Centers
 - ✓ Career and technical education

Target Group

Children/schools in poverty

“Focus” and “priority” schools

Children of migrant/seasonal workers

Teachers

Students whose primary language is not English

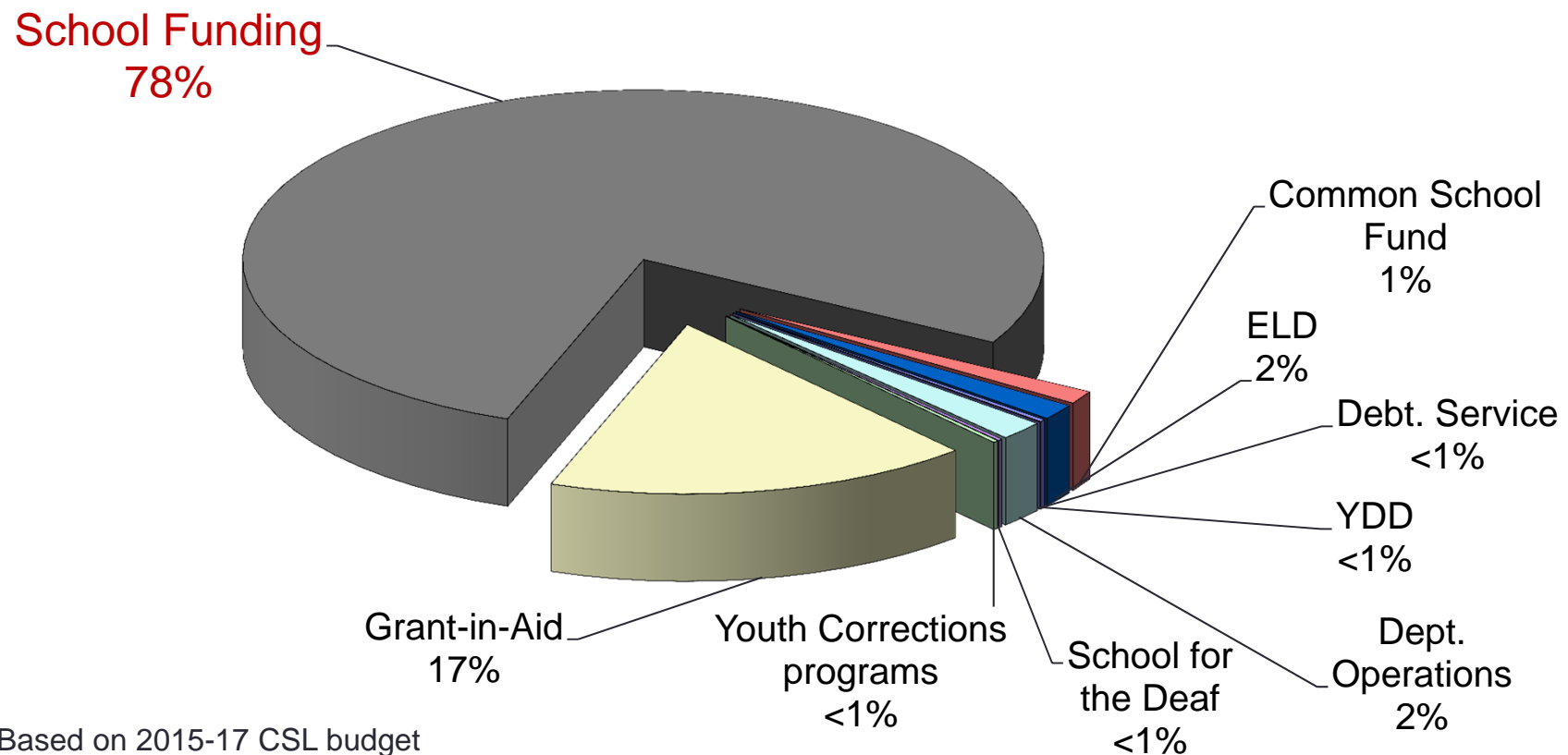
Students attending high-poverty schools

High school and community college students



State School Fund

The State School Fund Makes Up Over Three-Quarters of the Agency's Budget (All Fund Sources)*

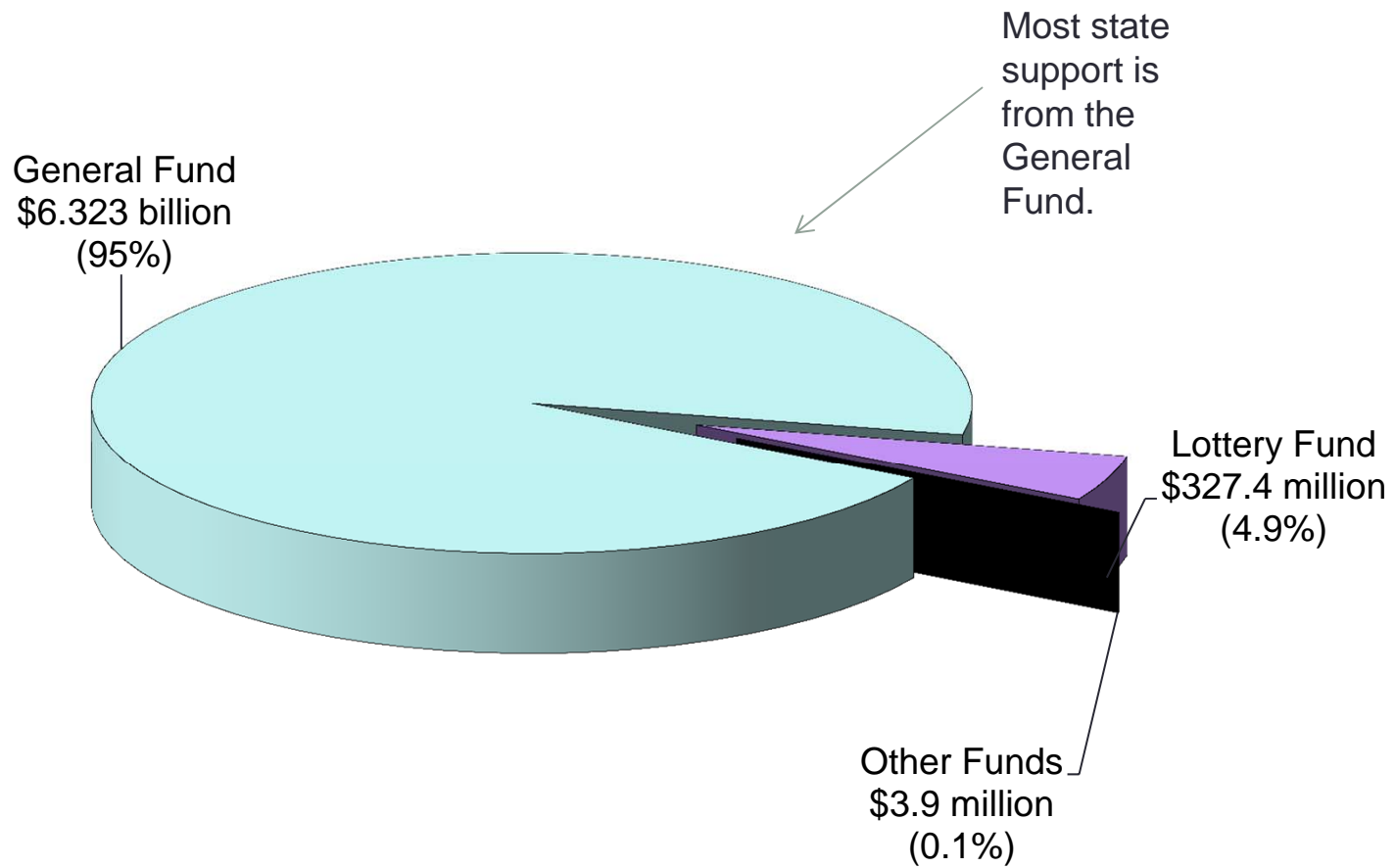


*Based on 2015-17 CSL budget

State School Fund

2013-15 Legislatively Approved Budget

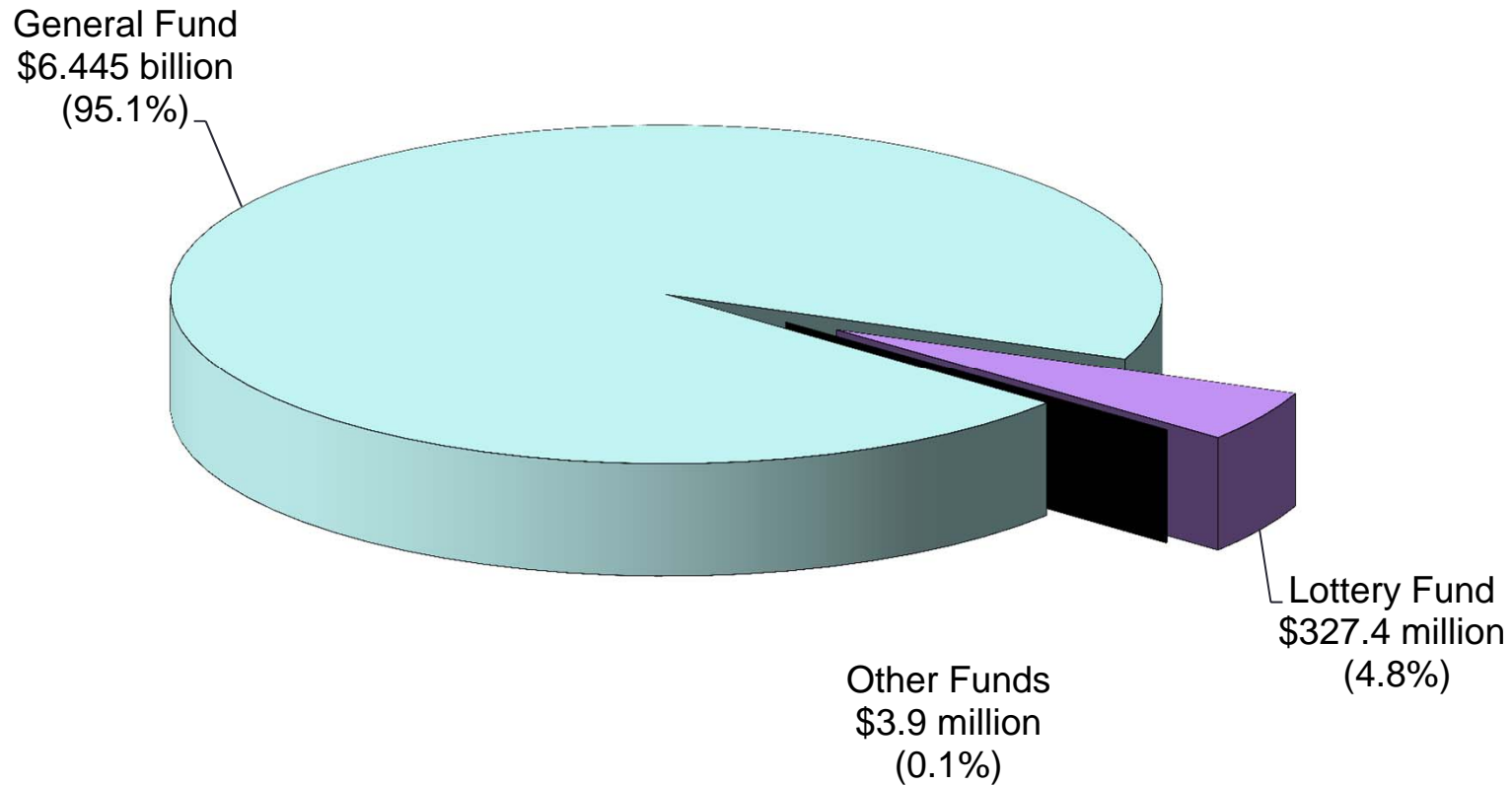
\$6.654 Billion All Funds



State School Fund

2015-17 Current Service Level Budget

\$6.777 Billion All Funds





State School Fund Basics

- In dollars, the largest of ODE's program
- With local formula revenues, provides about 80% of general operating dollars to districts and ESDs
- Allocated through a legislatively adopted equalization formula adopted in 1991 and largely unchanged since then
- Goals of the formula are to:
 - ✓ Equalize district and ESD funding
 - ✓ Compensate districts for certain student and district characteristics through "weights"
 - ✓ Maintain local control
 - *Districts control spending decisions unless the Legislature directs otherwise.*

State School Fund Basics, cont.

- Funds are not a general cost reimbursement, a revenue entitlement per student, an assurance of funding stability or adequacy, a measure of student outcomes, or an accountability system.

- However, funding pays for activities, functions and programs that lead to outcomes measured by some of ODE's Key Performance Measures for schools and districts (*e.g.*, student achievement, graduation rates).

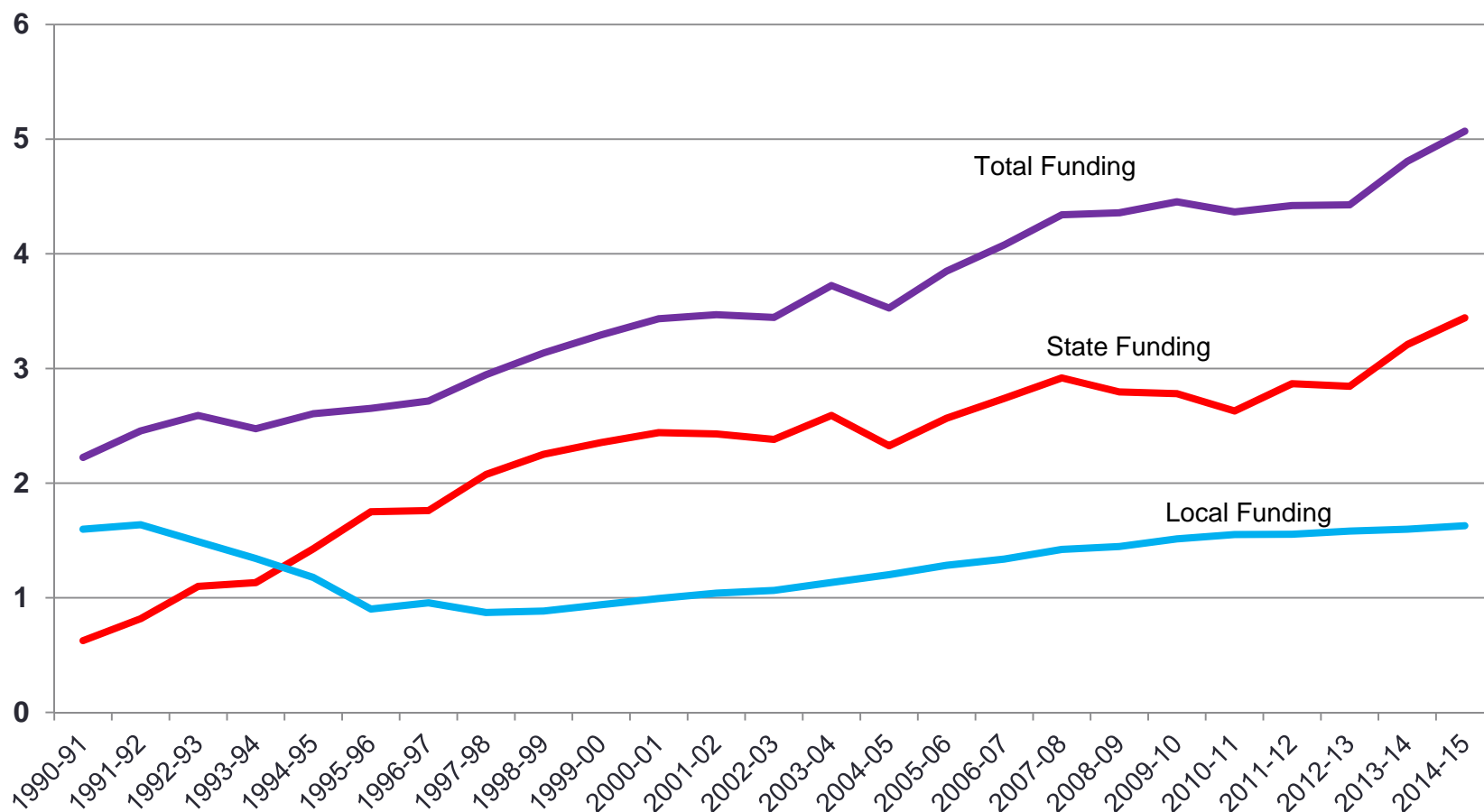
State School Fund Basics, cont.

- ODE staff calculate the formula amounts for each district and ESD, then distribute the State School Fund as prescribed in law.
- The formula distributes a small amount of federal revenue, most local revenue, and nearly all state revenue.
- About 95% of formula revenue is distributed on a per “weighted” student basis.
- The remaining 5% is for transportation grants, high-cost disability grants, facility grants and other “carve-outs” determined by the Legislature.
- By statute, 95.5% of the formula revenue goes to school districts and 4.5% goes to ESDs.
- While the overall amount has increased since the passage of Measures 5 and 47/50, the percentage shares of state and local funding have largely flip-flopped, as seen on the next slide.

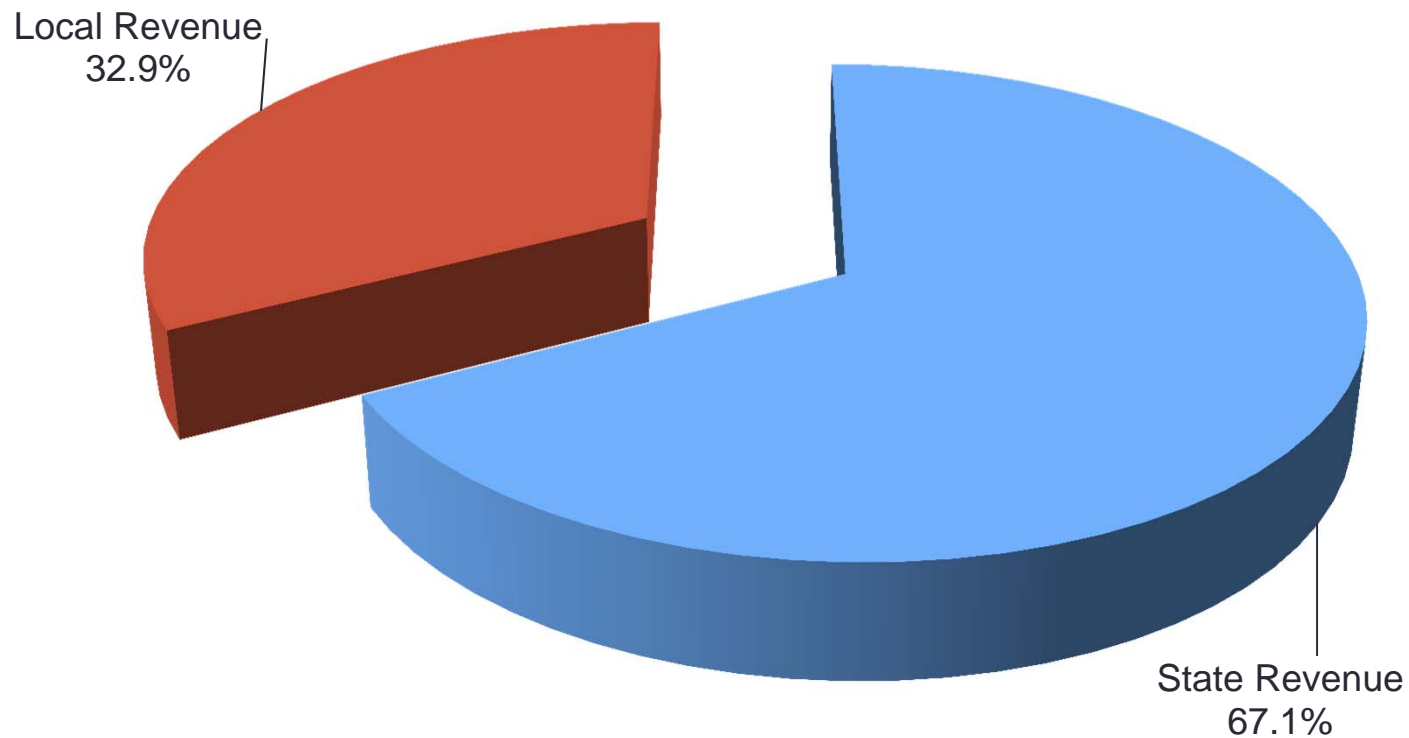


History of Annual Formula Revenues: 1990-91 through 2014-15

\$s in billions

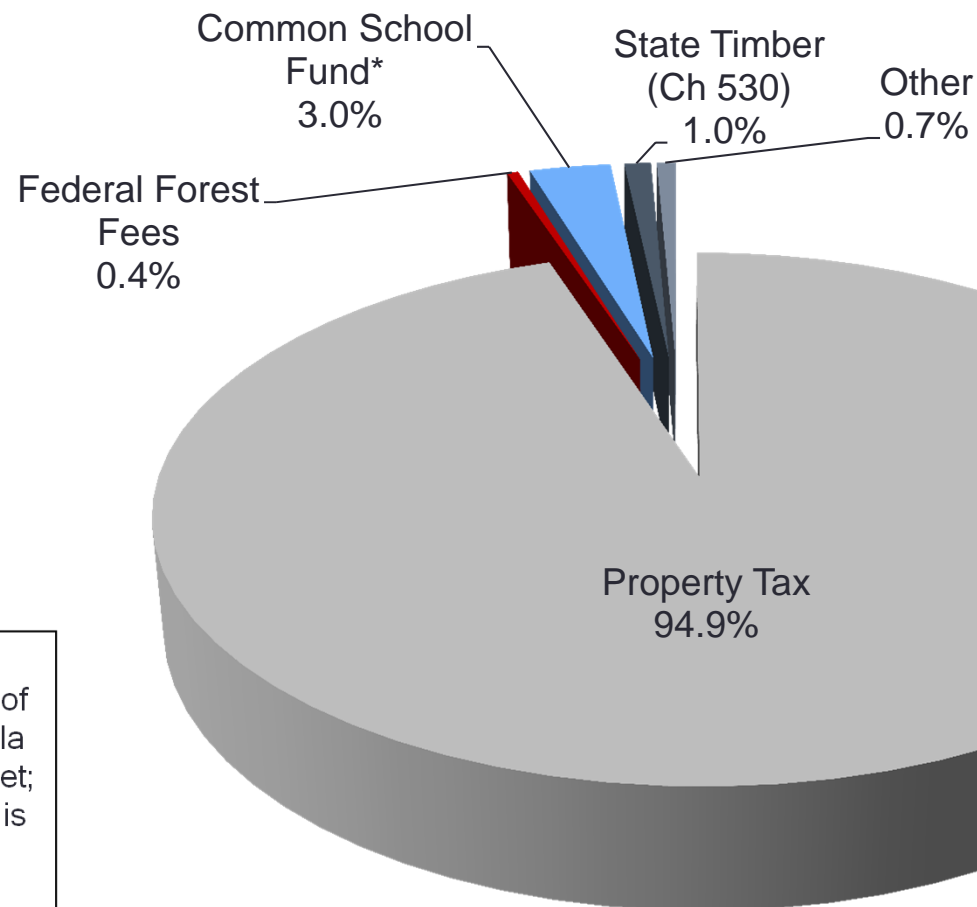


2013-15: State and Local Shares Of Formula Revenue



Most Local Revenues Come From Property Taxes

(Source: 2013-15 Data)



*Treated as a local resource for purposes of the equalization formula but part of ODE's budget; total amount available is determined by State Land Board policy

Student Demographics

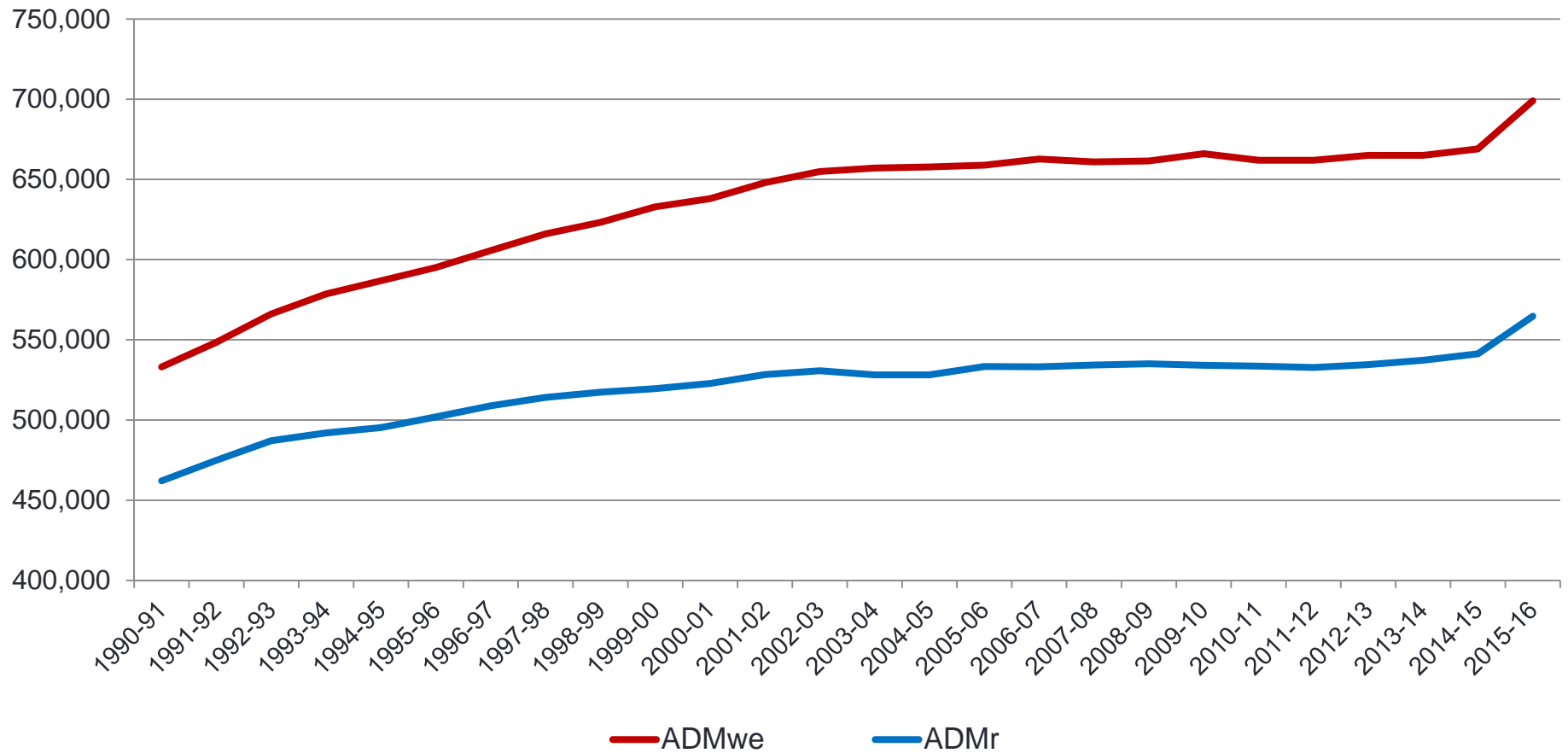
- About 570,000 students enrolled in K-12 public schools last fall for 2014-15, an increase of about $\frac{1}{2}$ of 1% over 2012-13 enrollment.
- While changes in student enrollment in recent years have been relatively minor - overall enrollment has grown by less than 2% in the last decade - *there has been a significant change in student demographics.*
- There has been an increased demand for special education and English Language services over the years.
- Today over half of Oregon students qualify for free or reduced-price lunch compared to just over a third ten years ago.
- And students of color now represent over 35% of our K-12 population, up from 21% a decade ago.

Student Weights Used in Formula

Category	Additional Weight
IEP (Special Education)	1.0
ESL (English as a Second Language)	0.5
Pregnant and Parenting	1.0
Poverty	0.25
Foster Care	0.25
Neglected/Delinquent	0.25

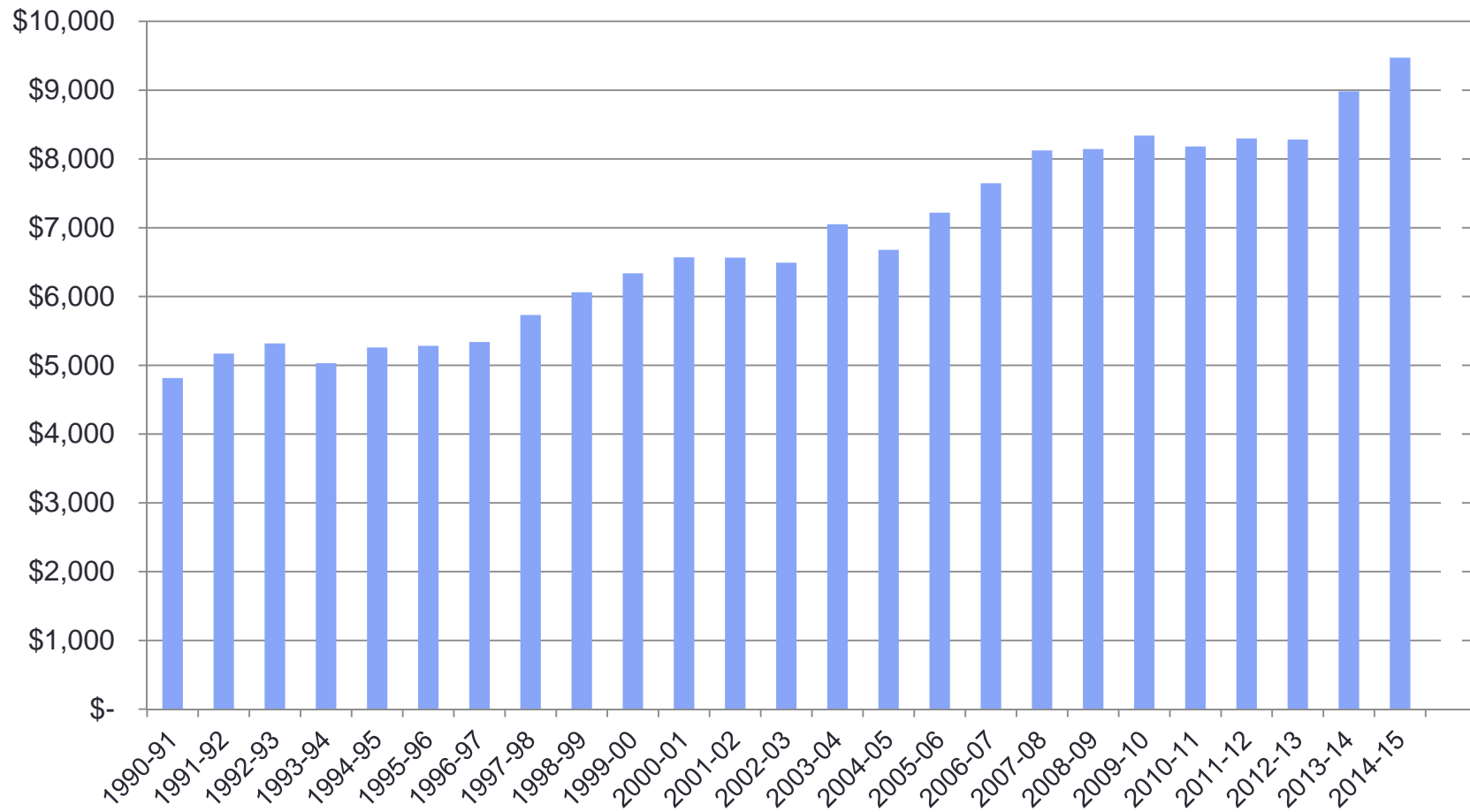


History of ADMr and ADMw*

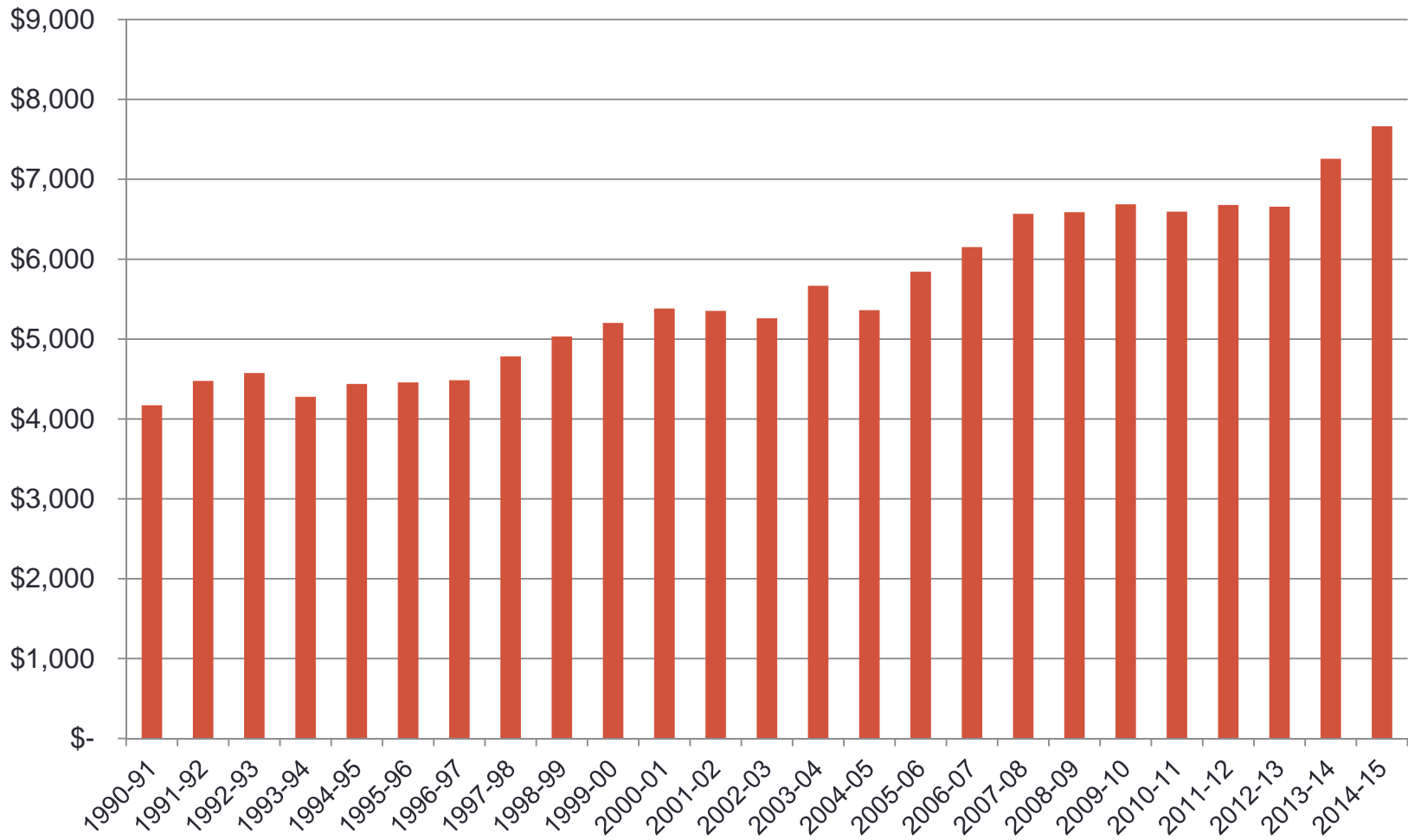


*ADMr = Average Daily Membership resident; ADMw = Average Daily Membership weighted

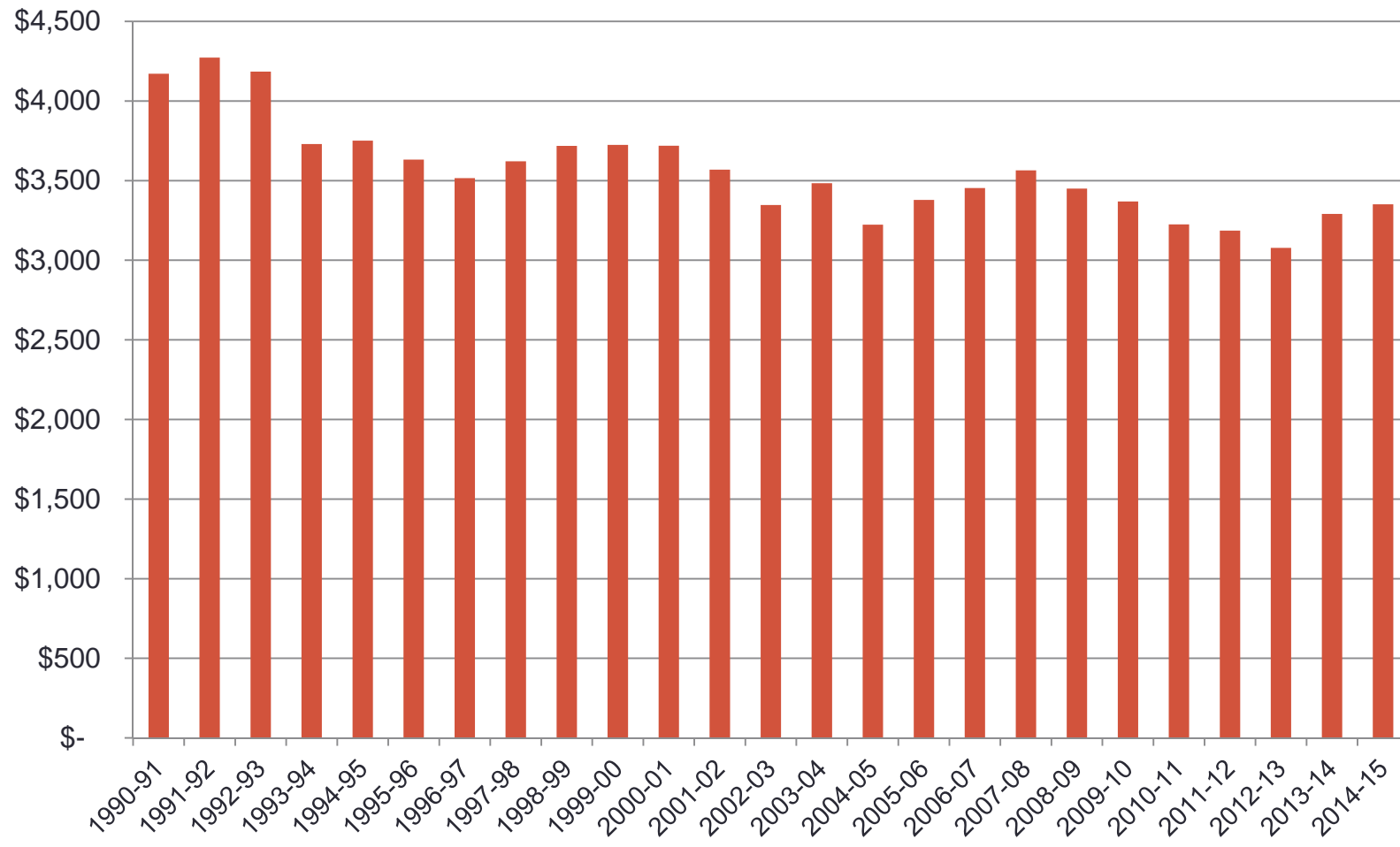
Formula Funding Per ADMr



Formula Funding Per ADMw



Formula Funding Per ADMw Adjusted for Inflation





School Weights Used in Formula

- Remote Small Elementary School Correction
 - ✓ 8 miles from nearest elementary school in same district
 - ✓ No more than 28 students per grade

- Small High School Correction
 - ✓ No more than 350 students for 4 grades
 - ✓ No more than 267 students for 3 grades

- Union High School
 - ✓ 1.2 weight per resident Average Daily Membership

- Elementary School District
 - ✓ 0.9 weight per resident Average Daily Membership

New Student Weights Proposed in 2015

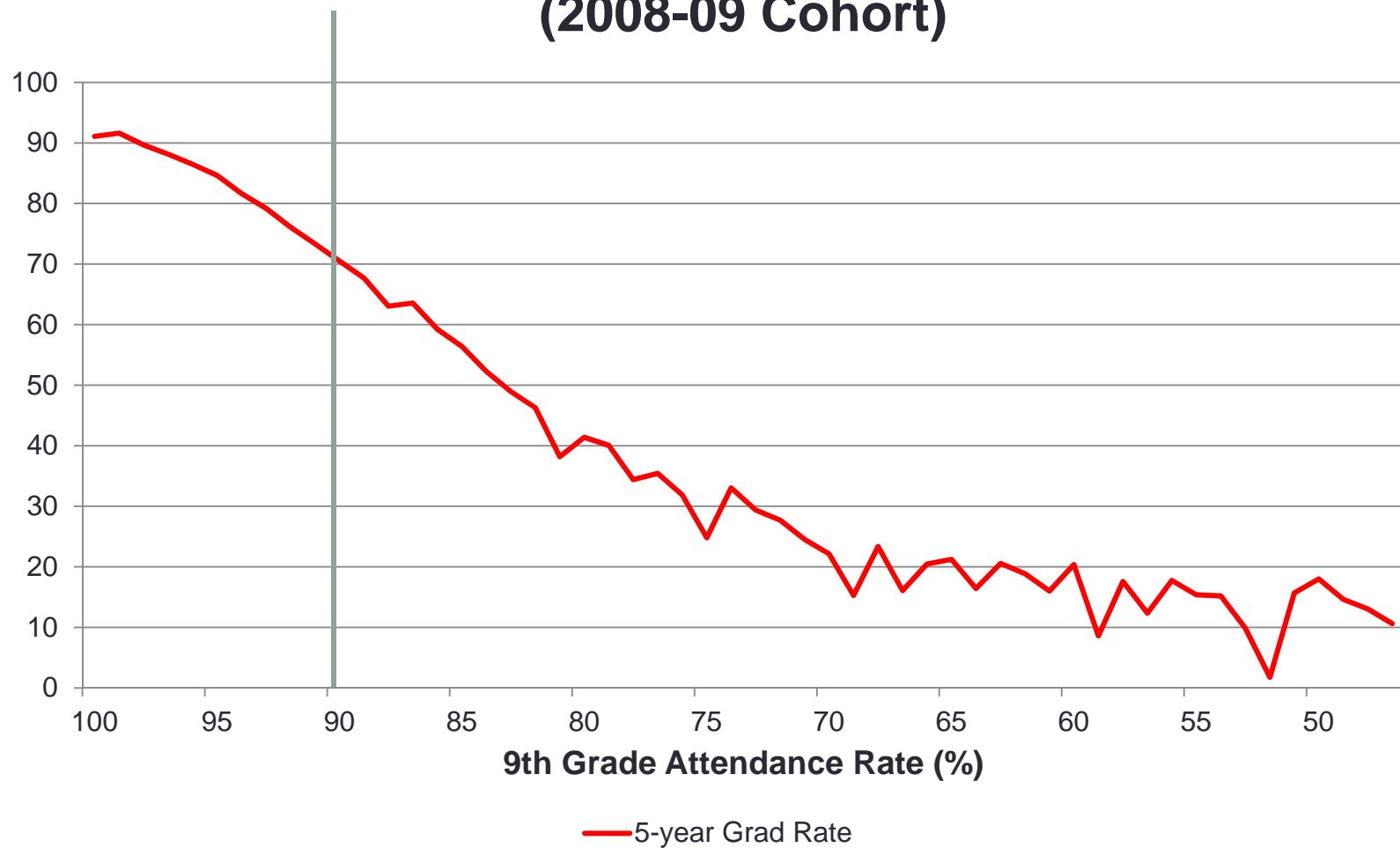
Category	Additional Weight
9 th Grade On Track	0.045 - 0.05
English as Second Language (ESL)	Stays the same (0.5) but with policy changes
Career-Technical Education (CTE)	0.1 - 0.3

Proposed Weight: 9th Grade On Track

Category	Additional Weight
9 th Grade On Track	0.045 - 0.05

- Incentivizes schools to focus on 9th grade students, particularly underserved students, to ensure these students have accumulated 6 credits by the end of 9th grade
- For every historically underserved student who has earned 6 or more credits by the end of 9th grade, the district receives an additional 0.045 weight
- For every historically underserved student who has earned 6 or more credits by the end of 9th grade and has 90% attendance, the district receives an additional 0.005 weight

5-year Graduation Rate vs 9th Grade Attendance (2008-09 Cohort)



Proposed Weight: English as Second

Category	Additional Weight
English as Second Language (ESL)	Stays the same (0.5) but with policy changes

- Uniformly identify spending
- Transparently report spending
- Provide \$10 million for technical assistance and funds for low-performing districts
- Meet district needs for best practice support and parameters
- Require district progress reports and rationale for students who remain in programs:
 - ✓ 7 years if the student began the program with low language proficiency or
 - ✓ 4 years if the student began the program with moderate language proficiency

ELL Student Outcomes by ELL Exit Status

	Exited Before HS		Exited After HS		Did Not Exit	
	Number	Percent	Number	Percent	Number	Percent
Regular Diploma in 4 years	1,300	75.8%	780	66.7%	808	52.2%
GED	44	2.6%	17	1.5%	23	1.5%
Other Credential	26	1.5%	26	2.2%	81	5.2%
Still Enrolled	152	8.9%	208	17.8%	220	14.2%
Dropped Out	192	11.2%	138	11.8%	417	26.9%
		100.0%		100.0%		100.0%

- ✓ 39% of the students who were in ELL status as 5th graders in 2004-05 had exited ELL status by the time they started high school in 2008-09.
- ✓ Those who exited had a graduation rate of 75.8%, 2.7 percentage points *higher* than the rate for non-ELL students.
- ✓ The dropout rate for those ELL students was actually lower than it was for non-ELL students: 11.2% compared to 11.9%.

Proposed Weight: Career-Technical Education

Category	Additional Weight
Career-Technical Education (CTE)	0.1 - 0.3

- Provides additional support for career-technical education programs
- Districts can receive up to 0.3 ADMw for students who are earning credits in career-technical education programs:
 - ✓ 0.1 additional weight for students who earn 3 or more credits in an approved CTE Career Pathway/program of study;
 - ✓ 0.1 additional weight if the student who earns 3 or more credits qualifies as historically underserved; and/or
 - ✓ 0.1 additional weight if the student who earns 3 or more credits acquires an industry credential.



Estimated 2015-17

Cost of Increasing Kindergarten to Full-Day

Operating Costs

Additional Classroom Teachers

Compensation	\$166,421,611
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Professional Development	<u>3,026,486</u>
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Total	\$169,448,097
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Additional Specialist Teachers (.25 per school)

Compensation	\$31,204,052
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Professional Development	<u>567,466</u>
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Total	\$31,771,518
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Additional Instructional Assistants (.25 per school)	<u>\$19,109,126</u>
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Biennium Total	<u>\$220,328,741</u>
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Other Formula Basics

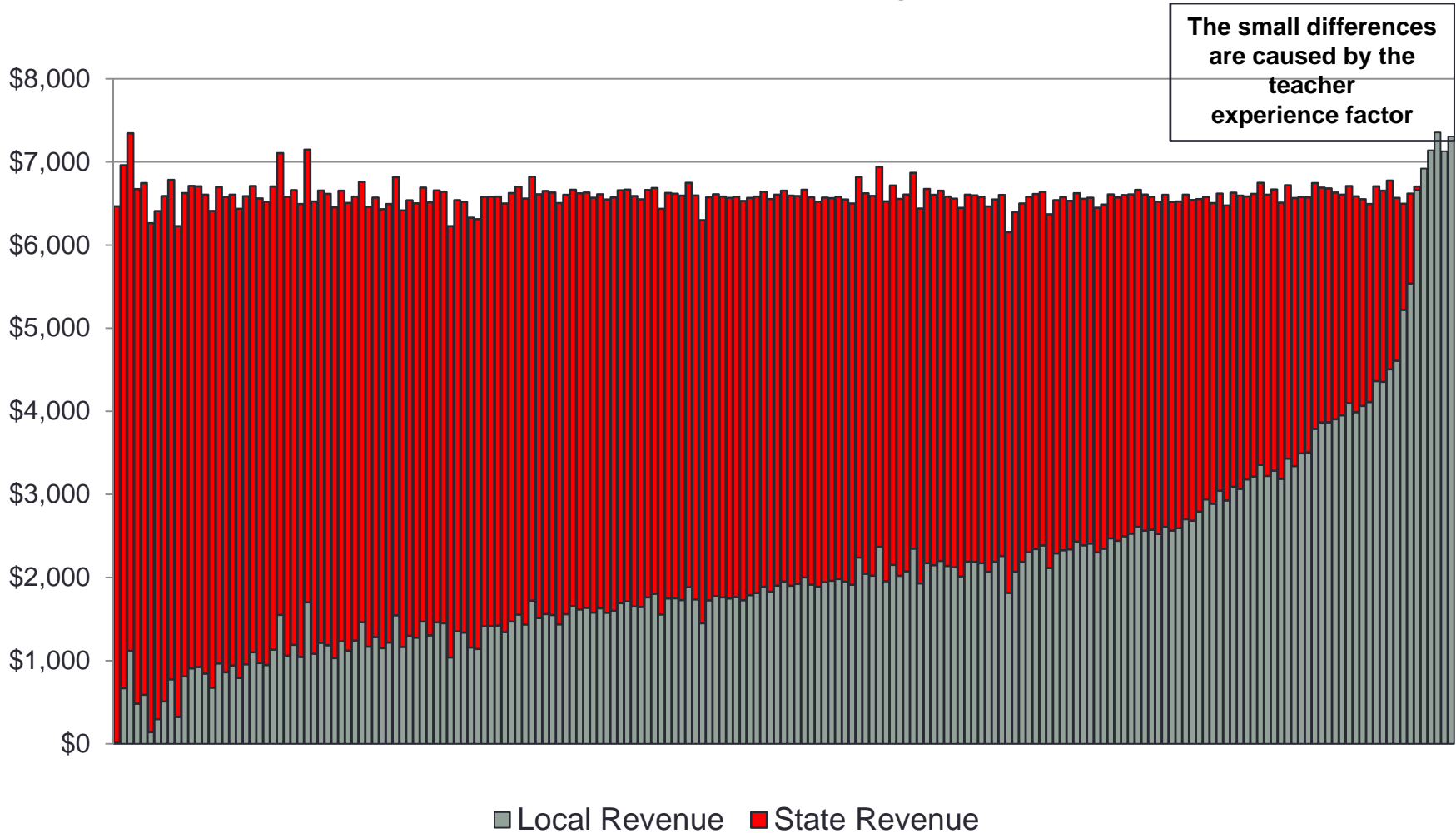
- Compares current year ADMw with prior year ADMw
 - Uses the greater ADMw for funding purposes (called ADMw extended)

- Recognizes that more experienced teachers may have increased costs
 - Calculation (District Average - State Average)
 - “Teacher Experience Factor” may be positive or negative value



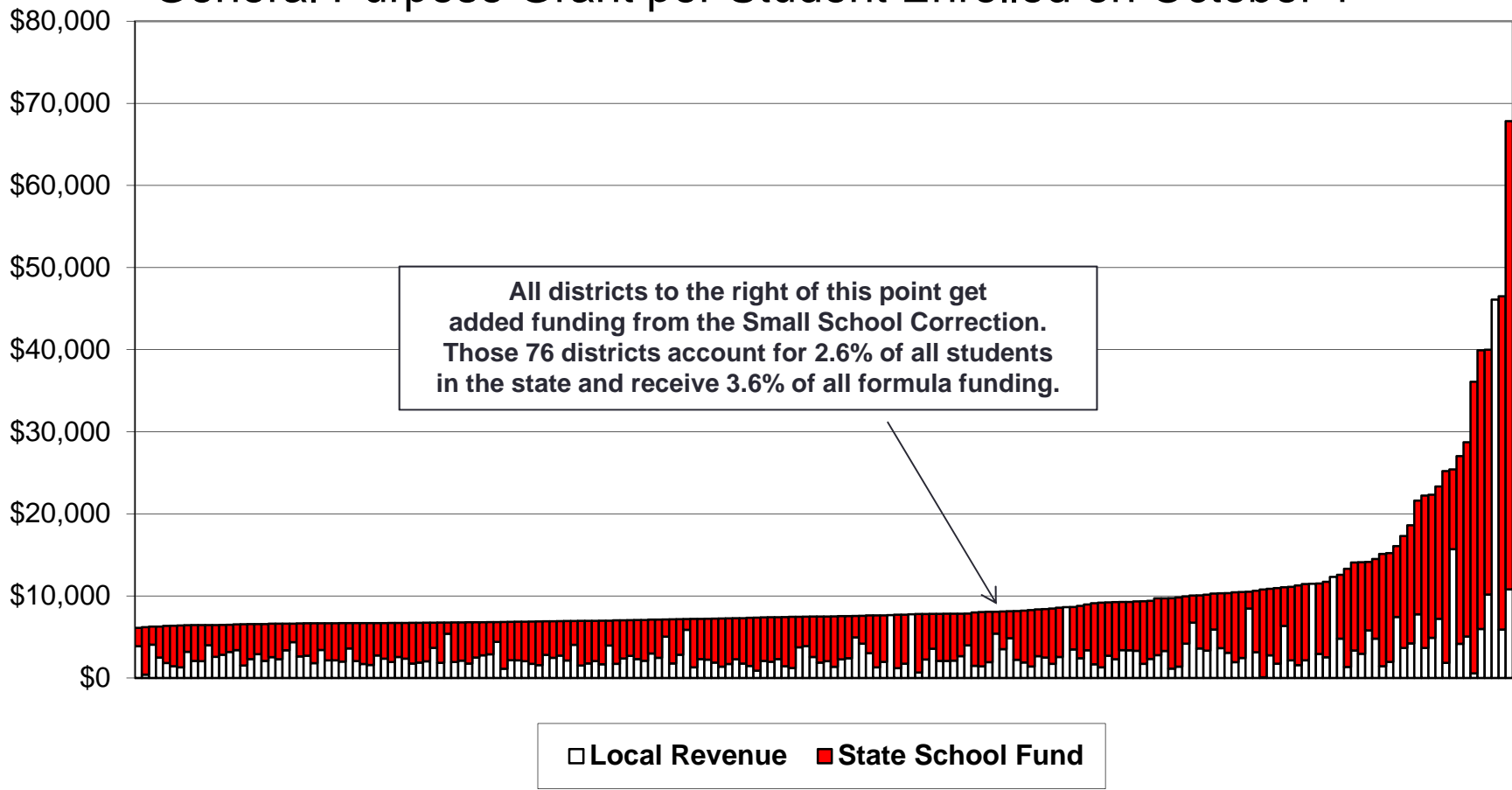
Districts Get the Same Amount for Each Weighted Student

General Purpose Grant per Weighted Student



Districts Get Different Amounts for Each Actual Student

General Purpose Grant per Student Enrolled on October 1





Carve-outs & Grants Outside of the Formula

Legislatively approved amounts are distributed from the State School Fund prior to calculating formula payments.

- **Speech Pathology Program (ORS 348.394 through 348.406; ORS 327.008)**
 - \$150,000 per biennium
 - Purpose is to increase the number of speech-language pathologists and assistants in Oregon
 - Provides training stipends to speech/language pathologists and students
 - Approximately 96 scholarships awarded this biennium

- **Talented and Gifted (TAG) Education (ORS 343.404; ORS 327.008)**
 - \$350,000 per biennium
 - Provides funds to ODE for the development of a statewide TAG program
 - Supports an ODE staff position and services and supplies expenditures

Carve-outs & Grants Outside of the Formula

- 10th Grade Assessment Contract (ORS 329.488; ORS 327.008)
 - \$1.1 million per biennium (limited to \$968,000 in 2013-15)
 - Comes only from the ESD portion of the State School Fund
 - Purpose is to fund a contract with a non-profit entity to administer a nationally normed assessment to all students in grade 10 who are enrolled in a public school
 - ✓ *To predict the success of students on, and provide practice for students taking, college entrance exams*
 - Statutes set forth selection criteria for the contractor but districts can seek a waiver to enter into a contract with a different non-profit entity.



Carve-outs & Grants Outside of the Formula

- Oregon Virtual School District (ORS 329.840 through 329.842)
 - \$1.6 million in biennial funding currently (\$1.6 million for 2013-15)
 - Supports an ODE program that provides schools with online teaching and learning applications, courses, digital content, and teacher training and support for student instruction
 - Provided at no additional charge to school districts
 - Provides services to about 300,000 Oregon students and teachers in 131 districts
 - Teachers use the OVSD resources to provide students online options and blended learning classroom instruction. The classroom teacher has control over instructional content and student online access.



Carve-outs & Grants Outside of the Formula

- **Small School District Supplement Grant (ORS 327.355 through 327.360; ORS 327.008)**
 - \$5 million per biennium (ends June 30, 2015)
 - Allocates funding to small school districts with one or more small high schools
 - District share is district's small high school ADM divided by ADM of all small high schools.
 - Benefits approximately 90 districts currently
 - HB 2501 (2013) extends the sunset by two years.

- **Youth Corrections/Juvenile Detention Education Programs (ORS 327.026)**
 - Funding varies based on program ADM but currently about \$15-16 million per biennium
 - Has its own separate budget category in ODE's budget and will be discussed in more detail later in this presentation



Carve-outs & Grants Outside of the Formula

- **Long Term Care and Treatment, Hospital and Oregon School for the Deaf (ORS 343.243)**
 - Approximately \$32 million per biennium for operating costs to local providers of education services in these settings
 - Discussed in more detail later in this presentation

- **Facility Grants (ORS 327.008)**
 - \$20 million per biennium
 - Equals 8% of new construction costs but used for non-capital construction costs
 - Prorated if requests exceed amount available
 - Eligibility: in the year the new school building is first used for instruction for more than half of the district's regular school year or the following year
 - On average, two dozen districts receive grants each year.

Carve-outs & Grants Outside of the Formula

- **High Cost Disability Grant (ORS 327.348; ORS 327.008)**
 - \$36 million per biennium
 - Reimburses districts for costs over \$30,000 per IEP (special education) student
 - Benefits approximately 88 districts; benefited 2,774 students in 2012-13 and an estimated 2,804 in 2013-14
 - The reimbursement rate averages \$0.40 on the dollar since 2012-13.

- **Transportation Grant (ORS 327.013; ORS 327.033)**
 - Based on eligible transportation costs
 - Reimbursement rates set by costs per ADMr
 - Reimburses 70%, 80% or 90% of eligible costs
 - Roughly \$200 million per biennium currently
 - Benefits nearly 300,000 schoolchildren and nearly all districts (191)

Carve-outs & Grants Outside of the Formula

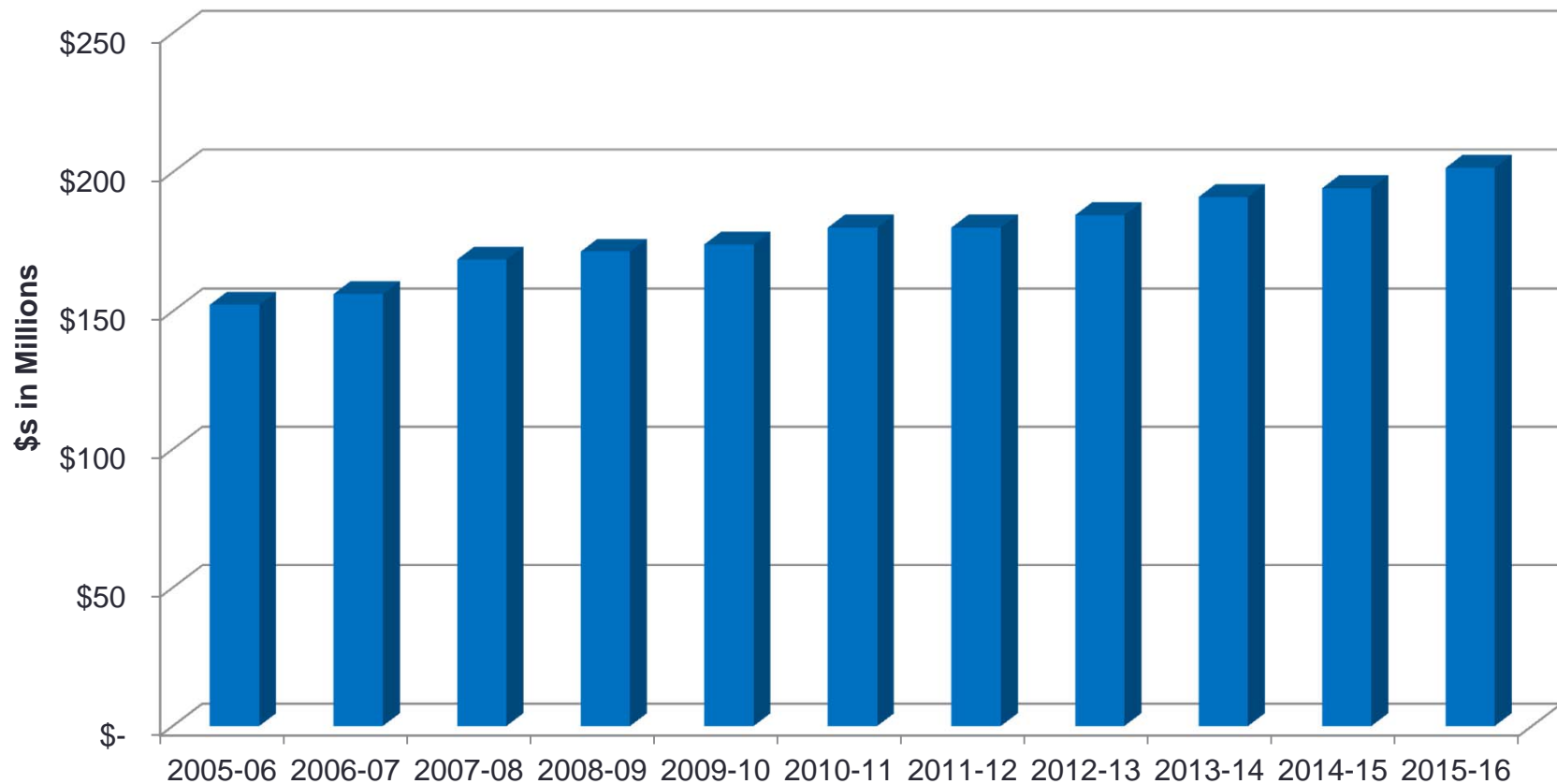
- **Pediatric Nursing Facilities (HB 4009)**
 - Costs of educational services for students in pediatric nursing facilities
 - Costs for 2015-17 estimated at \$5.3 million
 - Serves up to 58 students in one facility
 - Created in 2014

- **Local Option Equalization Grant**
 - Previously a direct General Fund appropriation to ODE
 - Approximately \$3.5 million per biennium
 - Benefits qualifying districts who pass local option levies for operational purposes

Carve-outs & Grants Outside of the Formula

- Network of Quality Teaching and Learning (ORS 342.950; ORS 327.008)
 - \$33 million per biennium
 - Adjusted each biennium by same percentage by which amount appropriated to State School Fund for that biennium increases or decreases
 - Key investments in:
 - Mentoring for new educators
 - Educator evaluation and effectiveness
 - Common Core State Standards implementation
 - School district collaboration and development of teacher leaders
 - An educator workforce that more closely mirrors student demographics
 - Educator preparation/district clinical partnerships and shared accountability
 - Closing the achievement gap
 - Early learning professional development

Transportation Grants: 2005-06 Through 2015-16



In Summary:

Carve-outs & Grants Outside of the Formula

- Many of these are added to districts' regular payments throughout the year (such as transportation grants; facility grants; high-cost disability grants).
- Others are distributed through other payment mechanisms such as contracts to local service providers (YCEP/JDEP; LTCT) or support ODE activities (OVSD, TAG).
- In 2013-15, the amounts total over \$500 million.



Program Outcomes

- As noted earlier, local districts have wide discretion in how they spend their State School Fund general purpose grant.
- Nonetheless, most of ODE's Key Performance Measures focus on the education enterprise, such as:
 - ✓ KPM #3: STUDENT ACHIEVEMENT - Percentage of students meeting or exceeding statewide academic performance standards in 3rd and 8th grade reading and math
 - ✓ KPM #5: HIGH SCHOOL GRADUATION - Percentage of secondary students who graduate, drop out or otherwise finish PK-12 education
- Achievement and other data also are reported through school and district report cards. <http://www.ode.state.or.us/search/page/?id=1786>



Youth Correction and Juvenile Detention Education Programs (YCEP/JDEP)



Youth Corrections Education Program

- Provides a standard education to incarcerated youth ages 12-21 in nine Oregon Youth Authority close custody correctional facilities
- Four school districts and three ESDs provide services through contracts administered and monitored by ODE staff. All programs are accredited to offer credits and high school diplomas.
- Preliminary Final Average Daily Membership in 2013-14:
 - Duplicated = 1,281
 - Unduplicated = 728
- As of Dec, 1, 2014: Males, 363; Females, 47
As of Feb. 2, 2015: Males, 355; Females, 53
- Average Length of Stay, 2013-14: 71.368 days
- YCEP receives about three-quarters of the total YCEP/JDEP budget. Positions are in ODE's budget for staff employed and paid by ODE but stationed at local programs.
- Per statute, students receive a weight of 2.0.

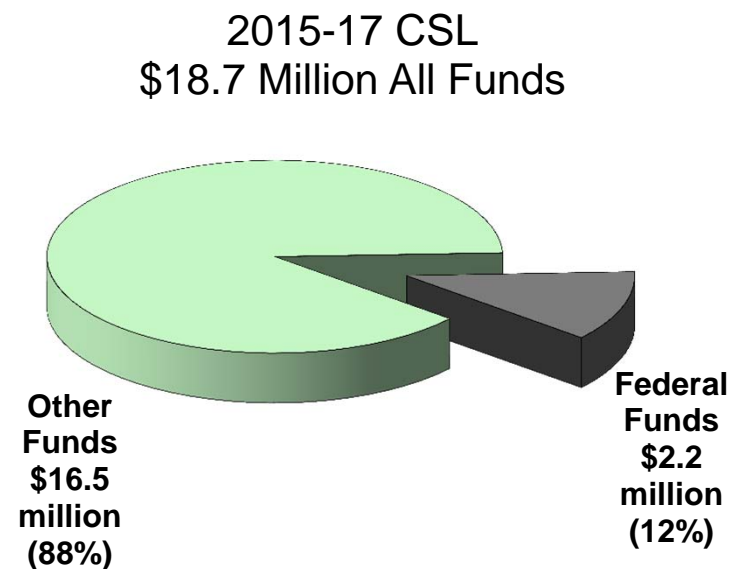
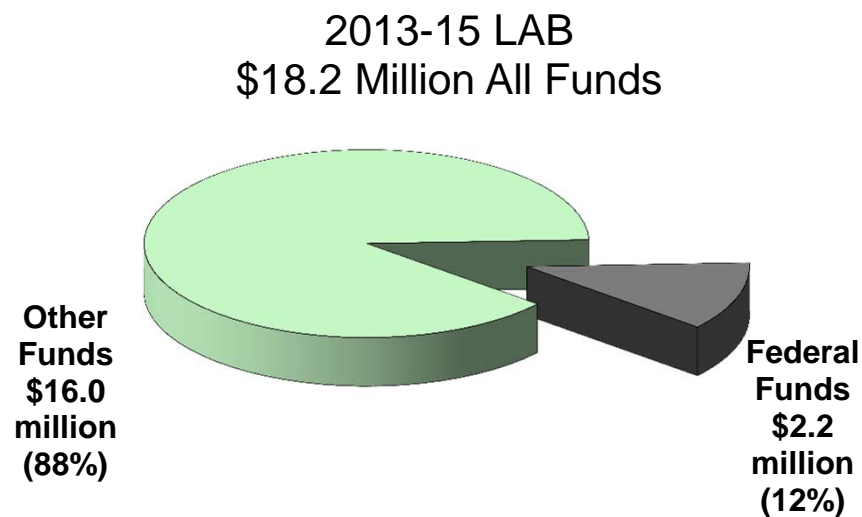


Juvenile Detention Education Program

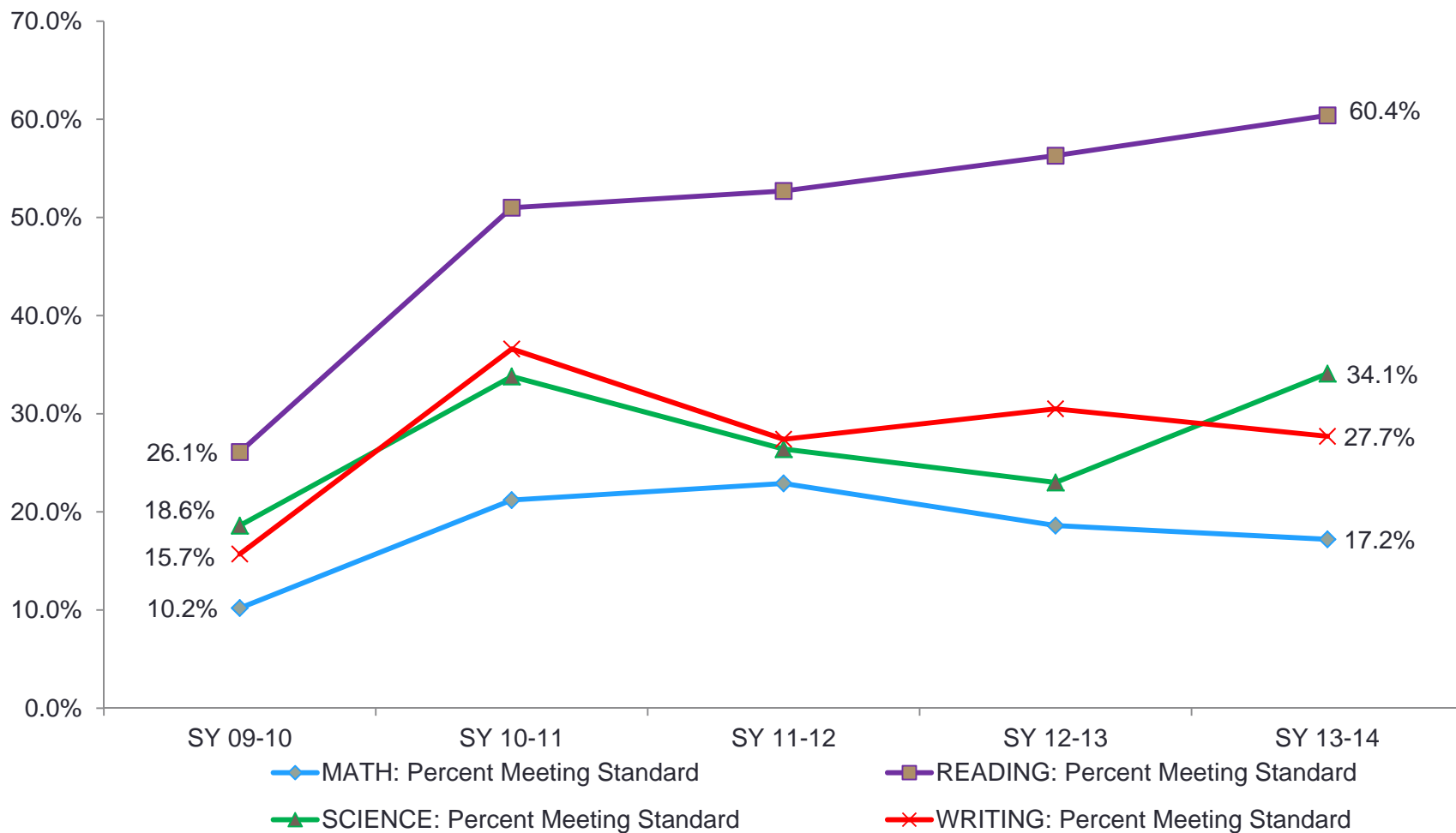
- Provides education to youth 12-18 years old in county juvenile detention centers
- Seven school districts and three ESDs operate programs in 11 facilities through service contracts administered and monitored by ODE staff.
- Preliminary Final Average Daily Membership in 2013-14:
Duplicated = 5,250
Unduplicated = 2,827
- As of Dec. 1, 2014: Males, 146; Females, 37
As of Feb. 2, 2015: Males, 179; Females, 37
- Average Length of Stay in 2013-14: 8.33 days
- JDEP receives about one-quarter of the total YCEP/JDEP budget. As noted earlier, funding is provided through the State School Fund.
- Per statute, students receive a weight of 1.5.

YCEP/JDEP Funding

- Funded mainly with a transfer from the State School Fund; calculation for transfer uses ADMw extended , thus stabilizing revenues for the programs
- Also receive IDEA (federal Special Education) and Title ID (Neglected and Delinquent) funding
- 4 positions (4.0 FTE) (requesting only 2 positions [2.0 FTE] for 2015-17)

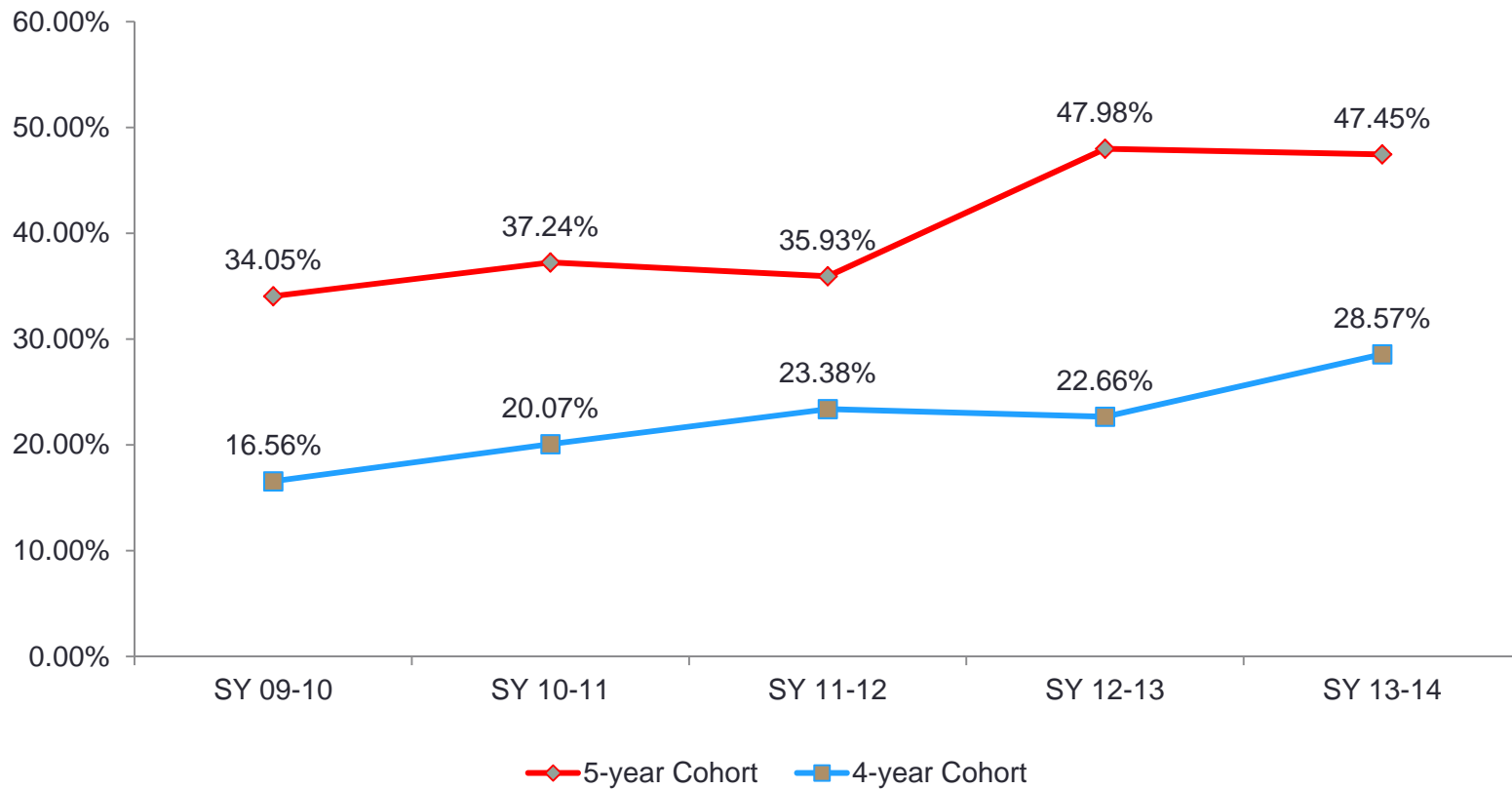


YCEP Program Outcomes



YCEP Program Outcomes

YCEP Cohort Graduation Rates





Programs for Children with Disabilities



Serving Children with Disabilities

- ODE's special education programs are designed to supplement regular education services for students with disabilities to ensure students with disabilities grow and learn in the most effective way possible.
 - ✓ Early Intervention/Early Childhood Special Education
 - ✓ Regional Programs
 - ✓ Hospital Programs and Pediatric Nursing Facilities
 - ✓ Long-term Care and Treatment Programs
 - ✓ Oregon School for the Deaf (OSD)
 - ✓ Blind and Visually Impaired Student (BVIS) Fund
 - ✓ Federal Special Education Programs (allocations of funding under the Individuals with Disabilities Education Act)

- ODE staff provide direct services at OSD. For other programs listed above, local providers serve students while ODE staff administer contracts, monitor performance under the contracts, provide technical assistance, collaborate statewide with stakeholders and programs, and collect and report program data.



ODE Special Education Programs: Funding*

Program	State General Fund	State Funds as Other Funds	Federal Funds	Total Funds
Early Intervention/ECSE	\$146.4m	\$0	\$28m	\$174.4m
Regional	\$26.7m	\$0	\$31.5m	\$58.2m
Hospital & Pediatric Nursing Facilities*	\$1.3m	\$7.6m	\$0.1m	\$9.0m
Long-term Care and Treatment	\$15.3m	\$21.9m	\$2.8m	\$40.0m
Oregon School for the Deaf	\$11.5m	\$3.8m	\$0.5m	\$15.8m
Blind and Visually Impaired Student (BVIS) Fund	\$1.0m	\$1.7m	\$0	\$2.7m
Federal IDEA Flow-through	\$0	\$0	\$254.3m	\$254.3m
TOTAL	\$202.2m	\$35.0m	\$317.2m	\$554.4m

*Amounts are current service level amounts; state funds as other funds are primarily transfers to these programs from the State School Fund except for the BVIS Fund, which received proceeds from the sale of the Oregon School for the Blind; Pediatric Nursing Facilities is expended directly from the State School Fund as General Fund



Other Sources of Funding for Special Education

- High Cost Disabilities Account - \$36 million per biennium (out of the State School Fund as discussed earlier)
- State School Fund “double weight” - currently estimated at about \$440 million this biennium
- 11% Cap Waiver - currently estimated at about \$42 million this biennium (out of the State School Fund)
- State-level Programs (primarily with the Office of Learning/Student Services) - *e.g.*, Response to Intervention (RTI), work related to extended assessments
 - ✓ *Currently about \$2 million in federal IDEA funds support RTI, an effective practice of providing multi-tiered instruction and intervention matched to a student’s need.*
 - ✓ *The proposed 2015-17 budget provides \$2 million in state funding to expand Oregon’s RTI network with a focus on literacy.*



Early Intervention/Early Childhood Special Education

- Early childhood special education is federally mandated; early intervention is state-mandated (ORS 343.455 through 343.534).
- Local programs provide services through eight regional ESDs and Oregon school districts. ODE staff administer contracts, monitor performance under the contracts, provide technical assistance, and collect data on the programs.
- Serves infants, toddlers, and preschoolers (birth to school age) who have disabilities or developmental delays; goal is to address disability through early intervention and increase school readiness; also provides community resources for families
- Caseload has grown since the 1990s; served average of 11,108 children in 2013-14
- \$7,419 annual allocation per child in 2013-15 (an increase of 5.3% in 10 years)

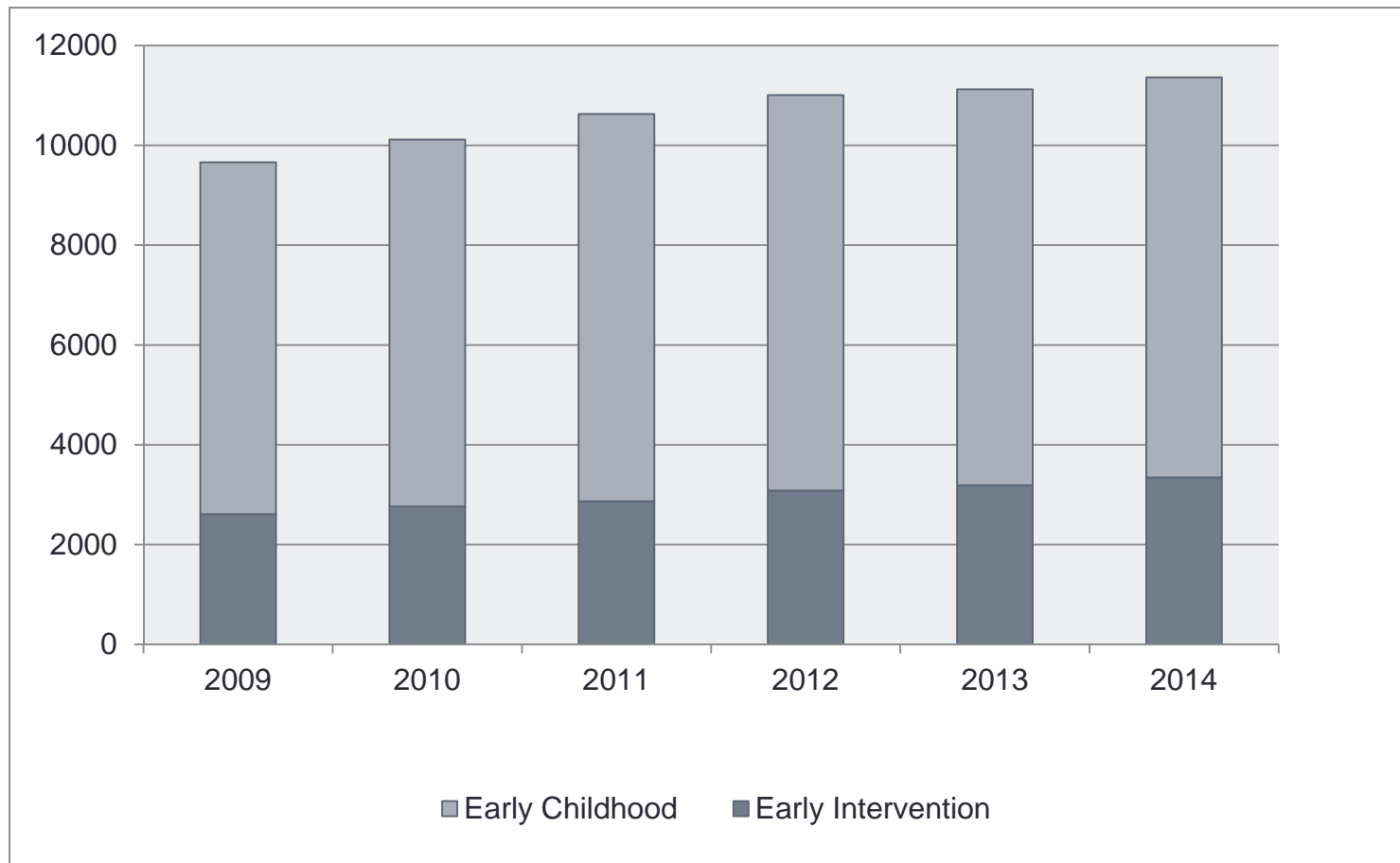


Early Intervention/Early Childhood Special Education

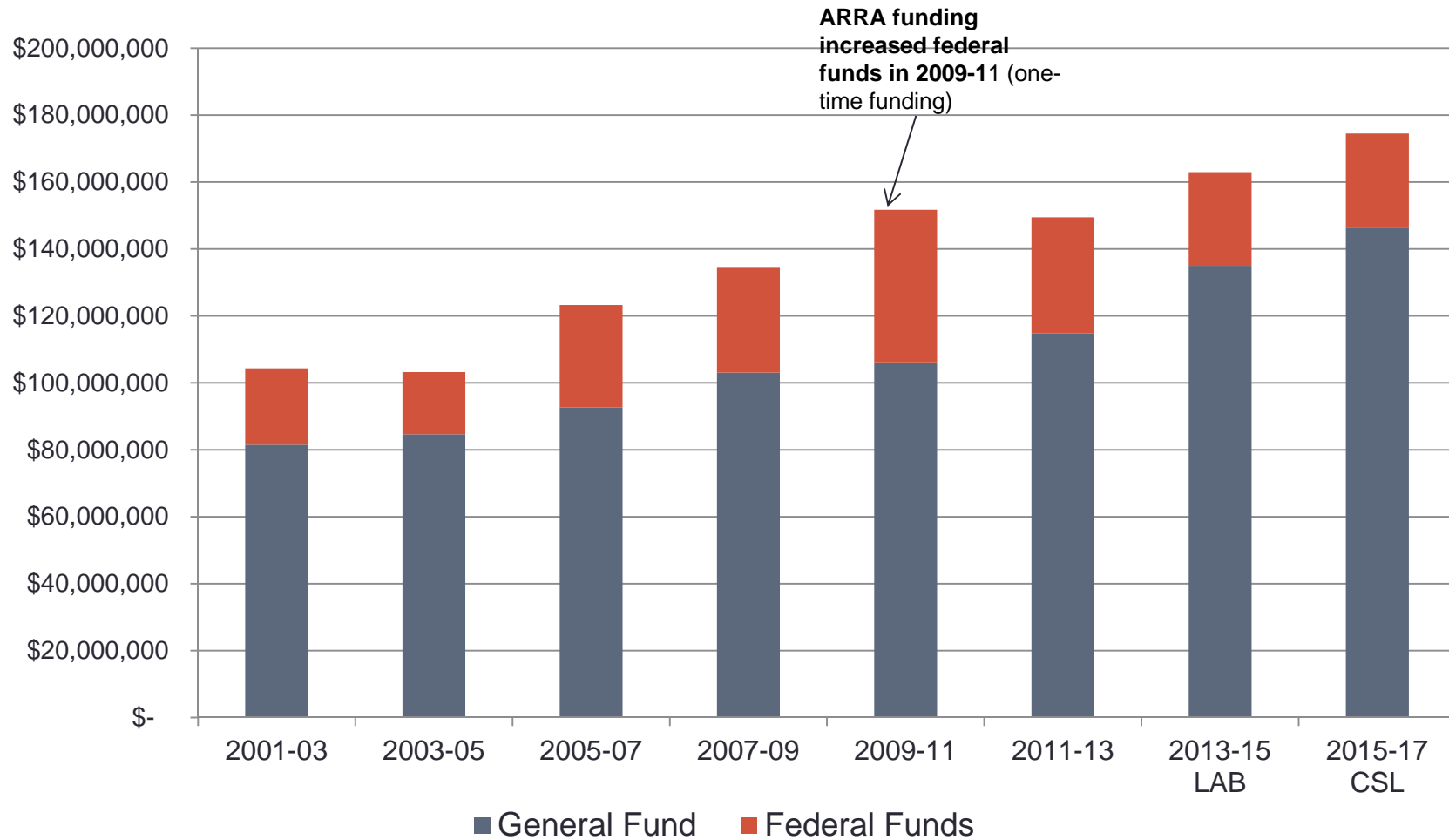
- Program has grown over time but funding has not kept up with costs; as a result, service levels have declined.
- Major cost drivers include an increasing number of children requiring high-cost services (such as children with autism).
- The 2015-17 budget includes \$6.7 million General Fund for assumed caseload growth of 5% in EI and 1% in ECSE (annually).
- The 2015-17 proposed budget includes an additional investment of \$15 million to the EI/ECSE program.

EI/ECSE Caseload Growth: 2009 - 2014

(Actuals at April of each year)

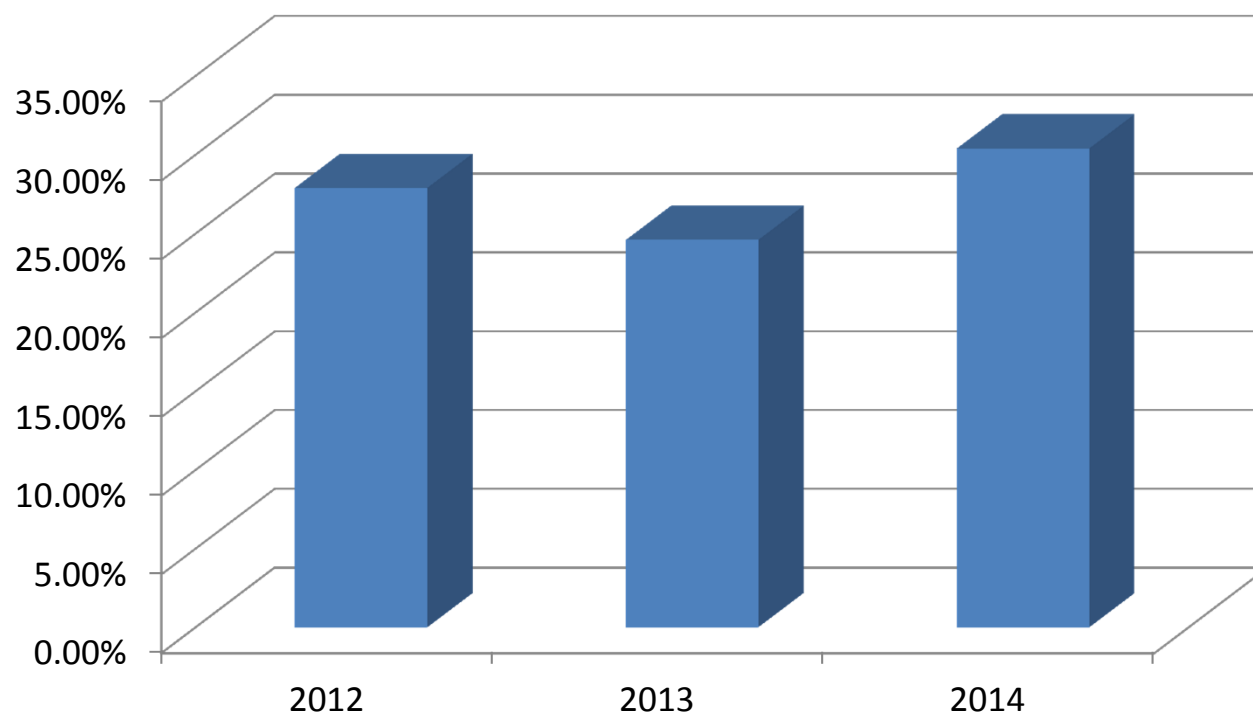


EI/ECSE Program Funding History



Early Intervention

Percentage of children receiving services that meet service level standards





Program Outcomes

- KPM 2 - Percentage of eligible children who receive Early Intervention / Early Childhood Special Education services meeting service level standards:

TARGET: 100%

ACTUAL: 30.4% as of 2013-14

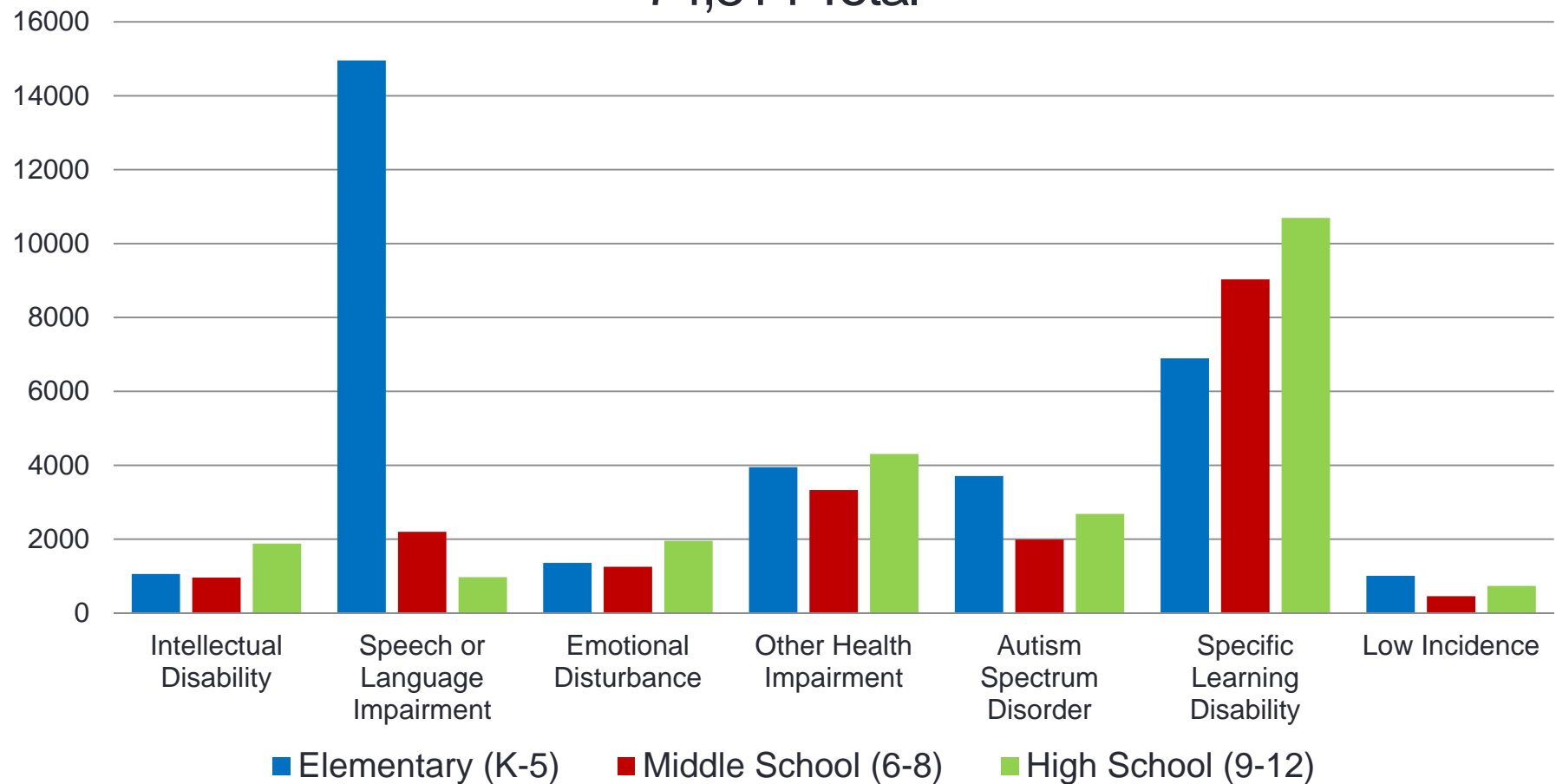
- KPM 3 - Percentage of children who exit Early Intervention / Early Childhood Special Education programs functioning within age level expectations or having made substantial progress (as defined by ODE) in the outcome areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs:

TARGET: 81.4%

ACTUAL: 82.7% as of 2013-14



2013 Count of Oregon School-age Special Education Students By Category of Disability (Ages 5 – 21) 74,814 Total





Regional Programs

- Established in ORS 343.236; serve children - birth to 21 - with hearing impairments, vision impairments, deaf-blindness, orthopedic impairments, autism spectrum disorder, and traumatic brain injury
- December 1, 2013 special education census count: 7,874 students served
- Highest growth in the category of autism, making up 73.4% of all regional students
- Services provided through eight regional contractors (ESDs and school Districts); ODE staff provide statewide coordination along with a Regional Management Team
- Services: assistance with eligibility evaluation and determinations, specially designed instruction, assistive technology, capacity building and district level training, IEP team consultation and coaching to support implementation of evidence-based practices, and child-specific consultation



Hospital Education Programs

- Established in ORS 343.261; provide educational services to students in 3 private hospitals and 6 individual children's units, as well as the State Mental Hospital
- Students have acute, long-term medical needs such as cancer, severe burns, head injuries and chronic diseases requiring frequent hospitalization.
- About 72% of those served are students with disabilities.
- Roughly 140 students are served annually.
- ODE contracts with ESDs and collaborates with local hospital facilities to provide instruction while students are hospitalized.



Long-Term Care and Treatment Programs

- Established in ORS 343.961; provide educational services to children placed by the Department of Human Services and Oregon Youth Authority into residential/ day treatment programs
- ODE programs provide a protected educational environment for students and allow extension of the treatment process into the school day in order to fully implement the treatment plan.
- About 70% of those served are estimated to be students with disabilities.
- About 2,090 students served annually; average length of stay: 139.9 days
- ODE has contracts with 26 districts/ESDs to administer a total of 46 educational programs statewide.



Blind and Visually Impaired Student (BVIS) Fund

- Established in 2009 (HB 2834, which also closed the Oregon School for the Blind), with these five intended purposes:
 - ✓ Assisting blind/visually impaired students in receiving appropriate resources and services
 - ✓ Supplementing funds available to regional programs to ensure access to the expanded core curriculum for these students
 - ✓ Coordinating professional development of persons who provide educational services to these students
 - ✓ Providing technical assistance for the purpose of providing educational services to these students
 - ✓ Coordinating activities for the benefit of these students

- Services are provided by a regional contractor with ODE staff providing contract administration and oversight.

- The BVIS fund provides ongoing support to six of the original 28 students remaining in the Oregon public school system as of the 2014-15 school year.

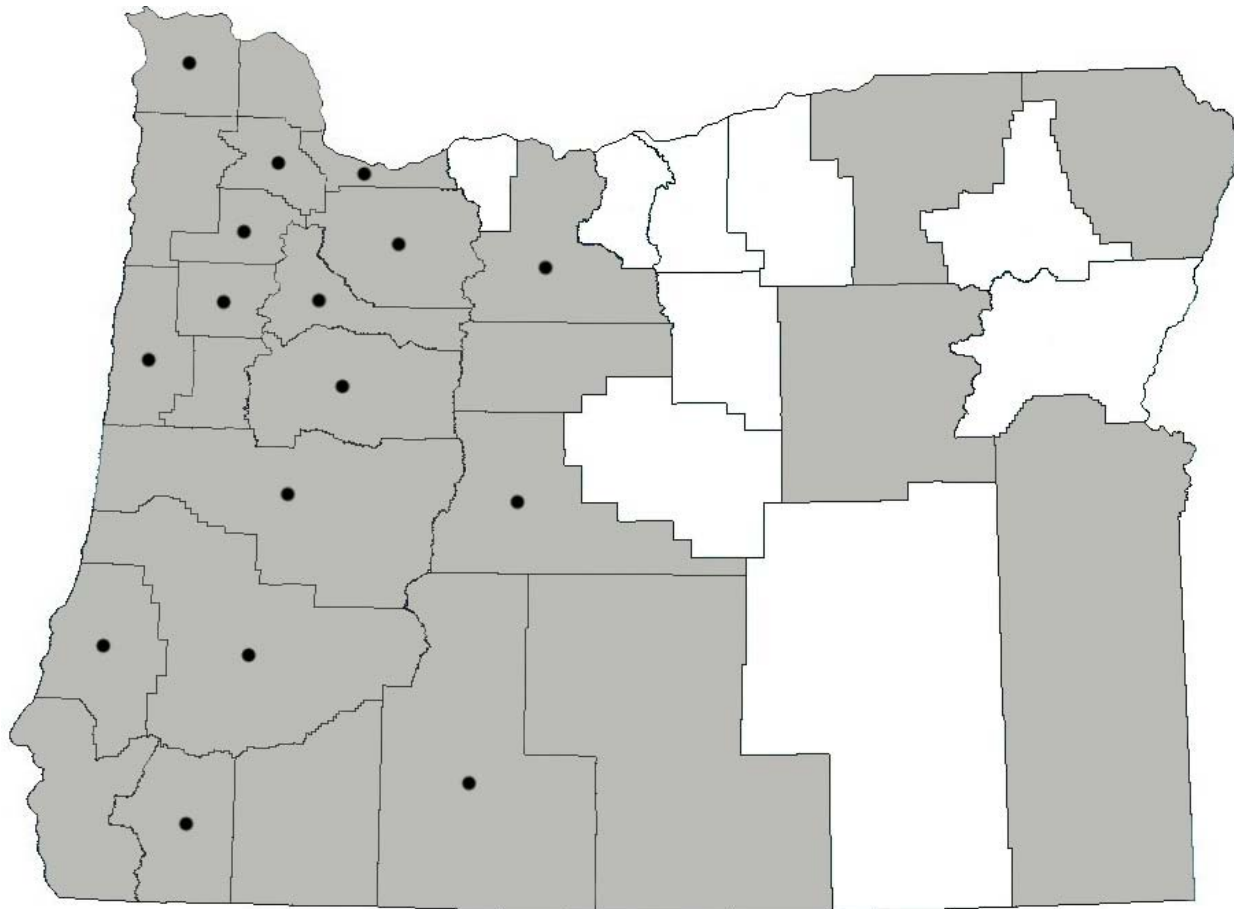


Oregon School for the Deaf (OSD): Overview

- OSD is a K-21 program accredited by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD), as well as by AdvancEd.
- Its mission is to provide a comprehensive program designed to meet the unique needs of deaf and hard-of-hearing students from across Oregon through a dual American Sign Language/English model of instruction assuring academic achievement that leads to a full range of post-secondary opportunities.
- OSD currently serves 117 children kindergarten through age 21 (47 day students; 70 residential students) on 52-acre campus located in Salem.



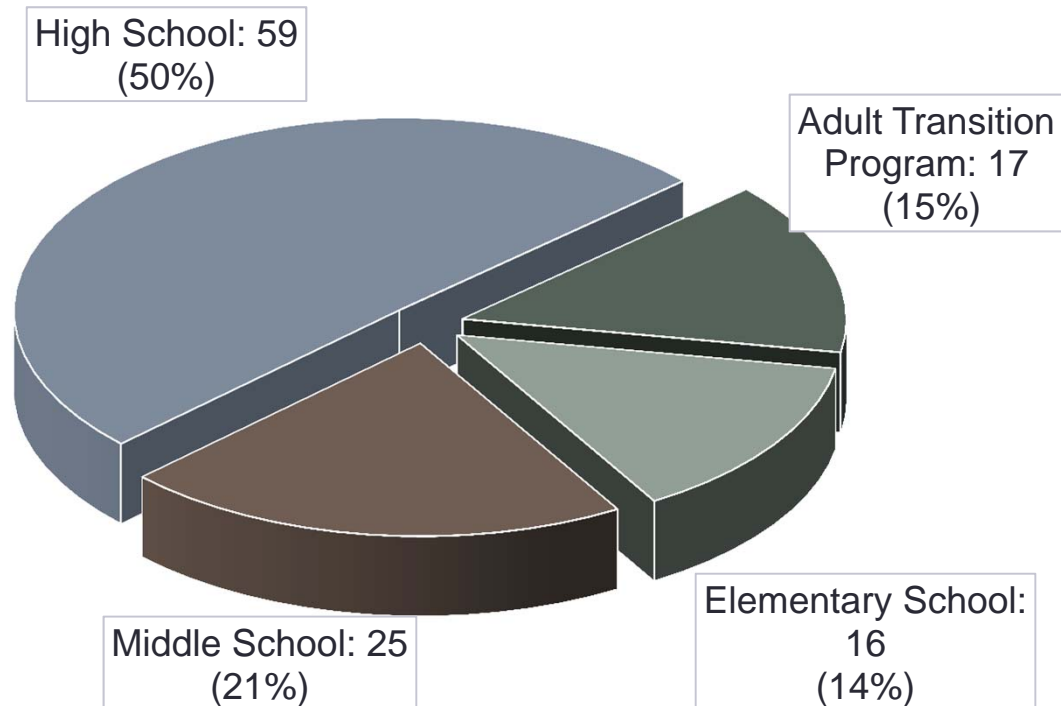
OSD Serves Students From Across Oregon



Gray Shaded: Counties served in the last 8 years
Black Dot: Counties as of December 2014

Current Student Demographics

As of December 2014



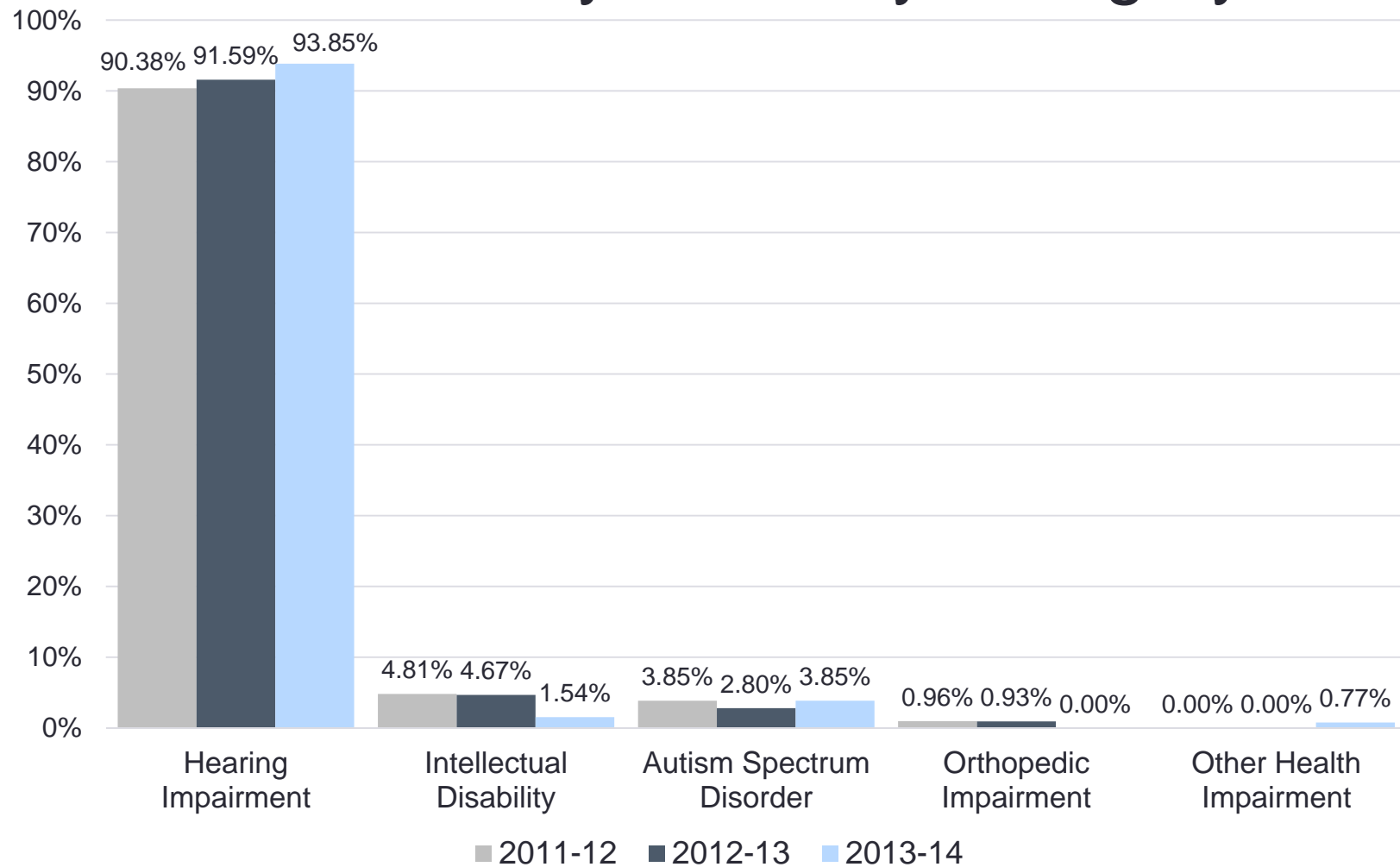
Current Student Count: 117

Residential Population: 60.7%
School Day Only: 39.3%

Gender:
Males, 58.1%; Females, 41.9%

Oregon Counties Represented:
16/36 in 2014

Primary Disability Category



Placement decision – What does OSD offer beyond school district, services and programs? OSD...

- Has a complete language immersion model via ASL and written English;
- Has direct instruction by certified teachers of the deaf;
- Has transition counselors who understand the effects of deafness on students and families; and
- Offers a complete transition package with outside agencies who are knowledgeable about deaf issues.



In addition to a Common Core-focused academic program,
OSD:



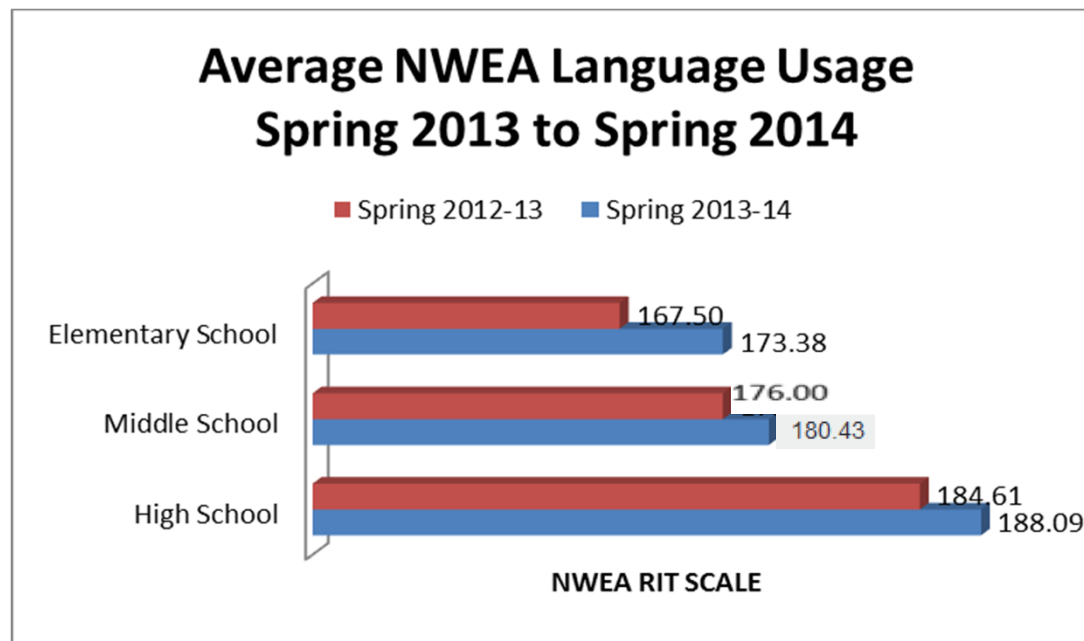
- Is refining and implementing extensive Educator Evaluation following SB290
- Has founded a Literacy Lab with a reading specialist and two aides to conduct concentrated pullout sessions with students studying their own signing and guided translation into written English
- Partners with VR counselors for Job Club and career exploration weekly
- Established CTE programming to provide job skills and hands on education

After the School Day...

- 1.5 hours of after-school homework support with tutors who use ASL (option for all students)
- Work experience for high school transition students (*e.g.*, auto body, senior citizen home, library, retail stores)
- After-school activities - arts/bicycle repair/weight-lifting
- Organized OSAA sports for middle and high school students (*e.g.*, volleyball, football, basketball, and track)

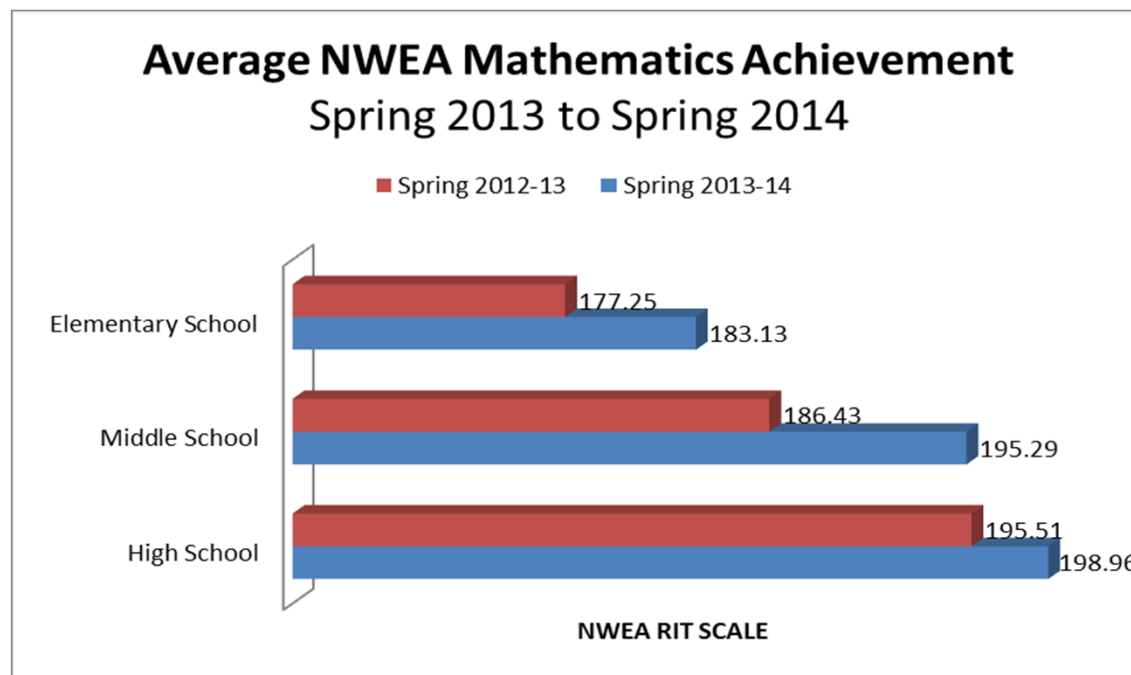


Oregon School for the Deaf



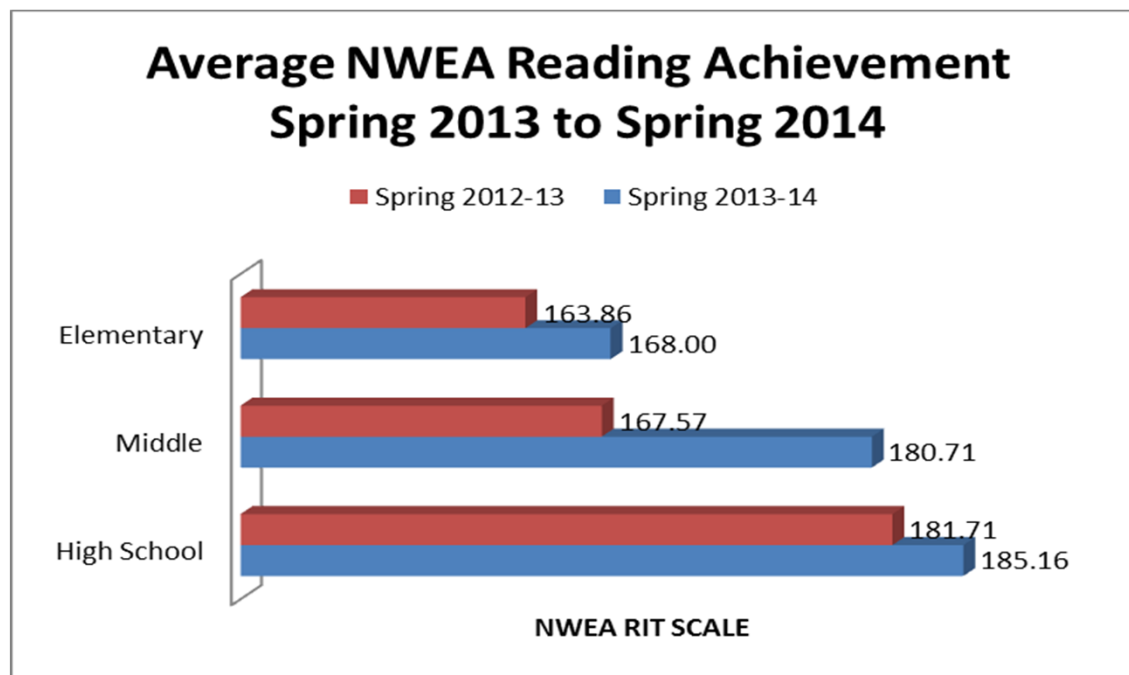
Grade Level	Spring 2012-13 Average Scale Score	Number of Students	Spring 2013-14 Average Scale Score	Number of Students	Achievement Gain
Elementary	167.50	8	173.38	8	5.88
Middle	176.00	7	180.43	7	4.43
High School	184.61	56	188.09	56	3.48

Oregon School for the Deaf



Grade Level	Spring 2012-13 Average Scale Score	Number of Students	Spring 2013-14 Average Scale Score	Number of Students	Achievement Gain
Elementary	177.25	8	183.13	8	5.88
Middle	186.43	7	195.29	7	10.14
High School	195.51	49	198.96	49	3.48

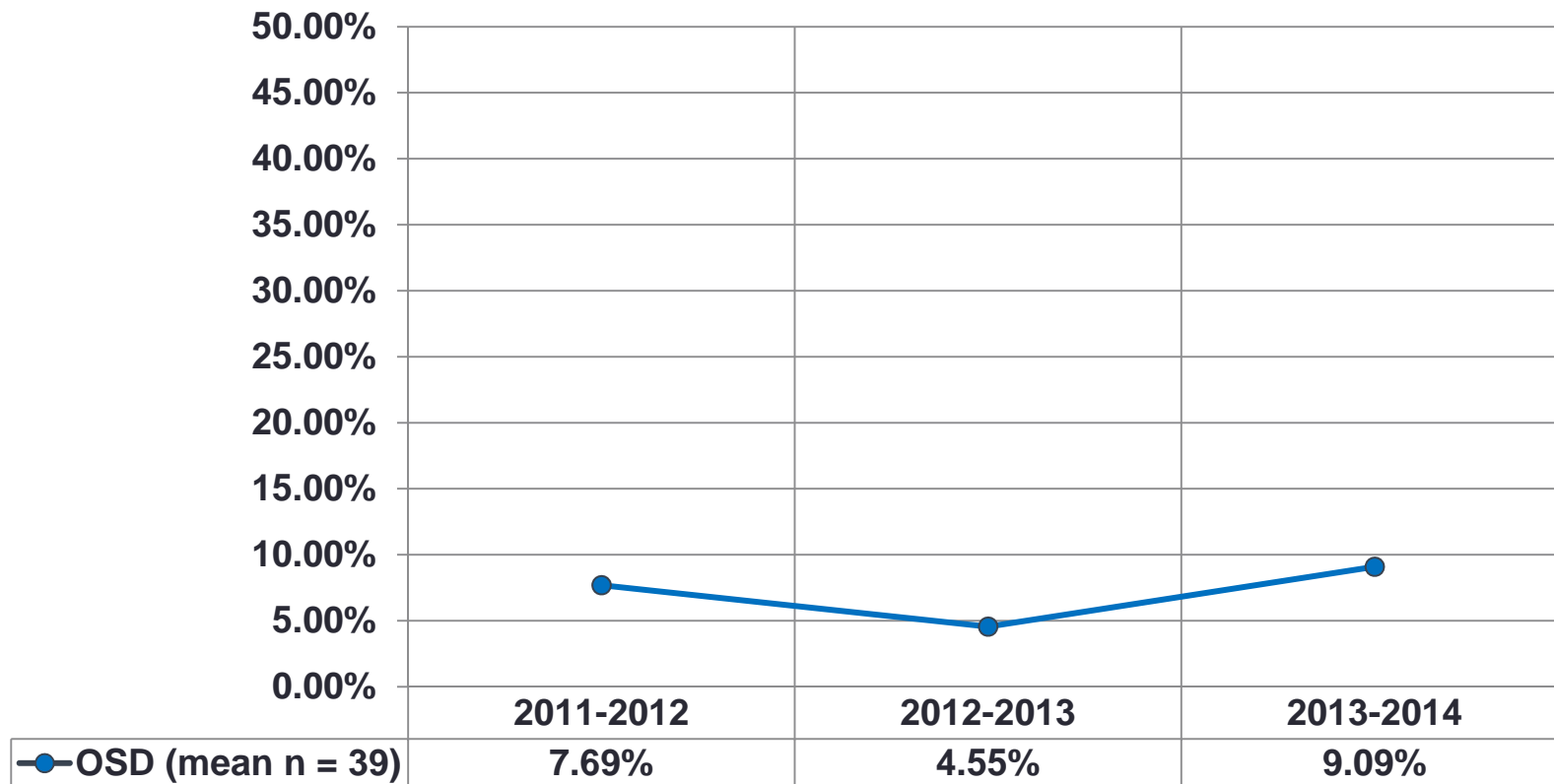
Oregon School for the Deaf



Grade Level	Spring 2012-13 Average Scale Score	Number of Students	Spring 2013-14 Average Scale Score	Number of Students	Achievement Gain
Elementary	163.86	7	168.00	7	4.14
Middle	167.57	7	180.71	7	13.14
High School	181.71	56	185.16	56	3.45

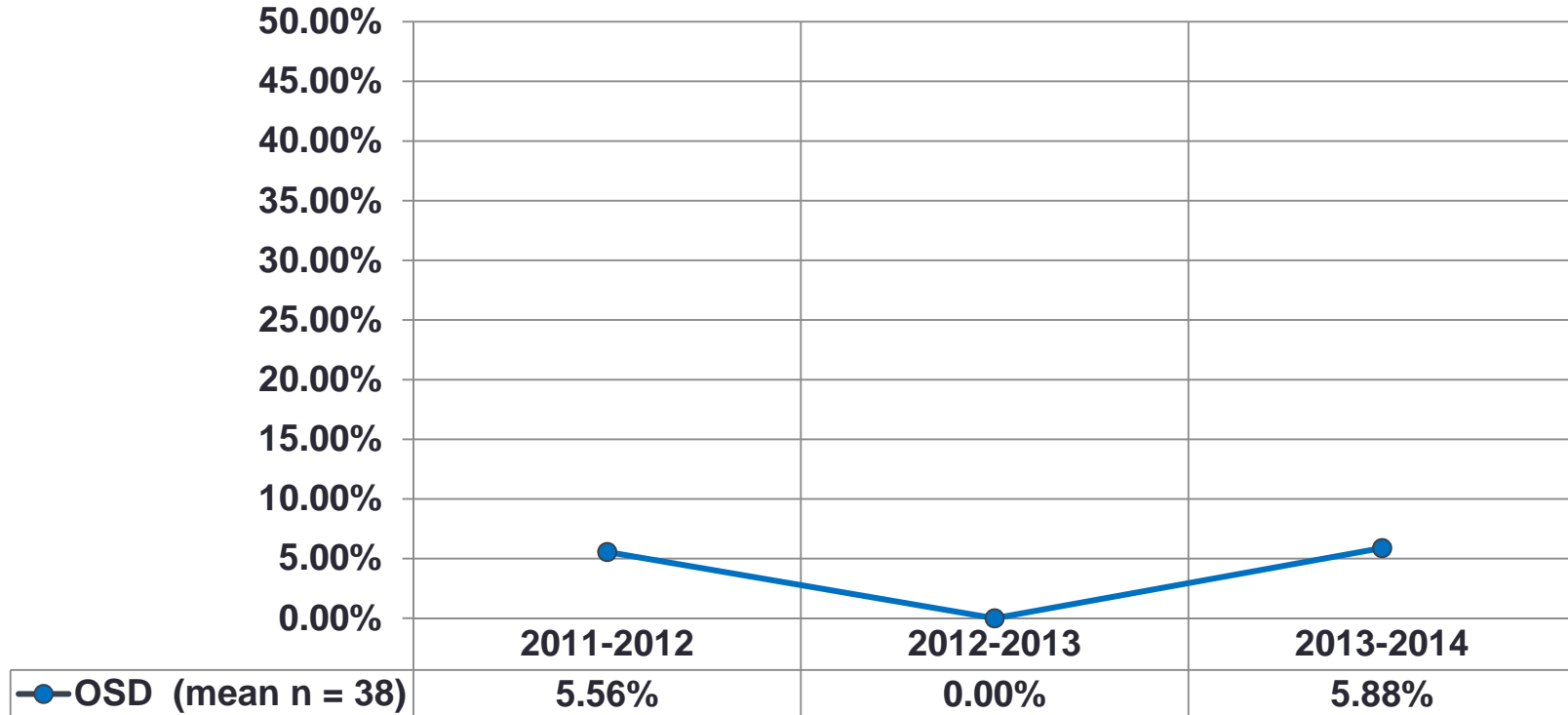
Oregon School for the Deaf

OAKS Regular & Extended - Reading (Grades 3-8, 11) Percent Meets/Exceeds



Oregon School for the Deaf

OAKS Regular & Extended - Mathematics (Grades 3-8, 11) Percent Meets/Exceeds



OSD Graduates and Completers

	2011-12		2012-13		2013-14	
	#	%	#	%	#	%
Regular Diploma	3	50%	1	9.09%	1	4.17%
Modified Diploma	0	0%	4	36.36%	11	45.83%
Extended Diploma	0	0%	1	9.09%	1	4.17%
All Other Certificates	3	50%	5	45.45%	11	45.83%
TOTAL	6	100%	11	100%	24	100%

Maintenance Projects Completed 2014

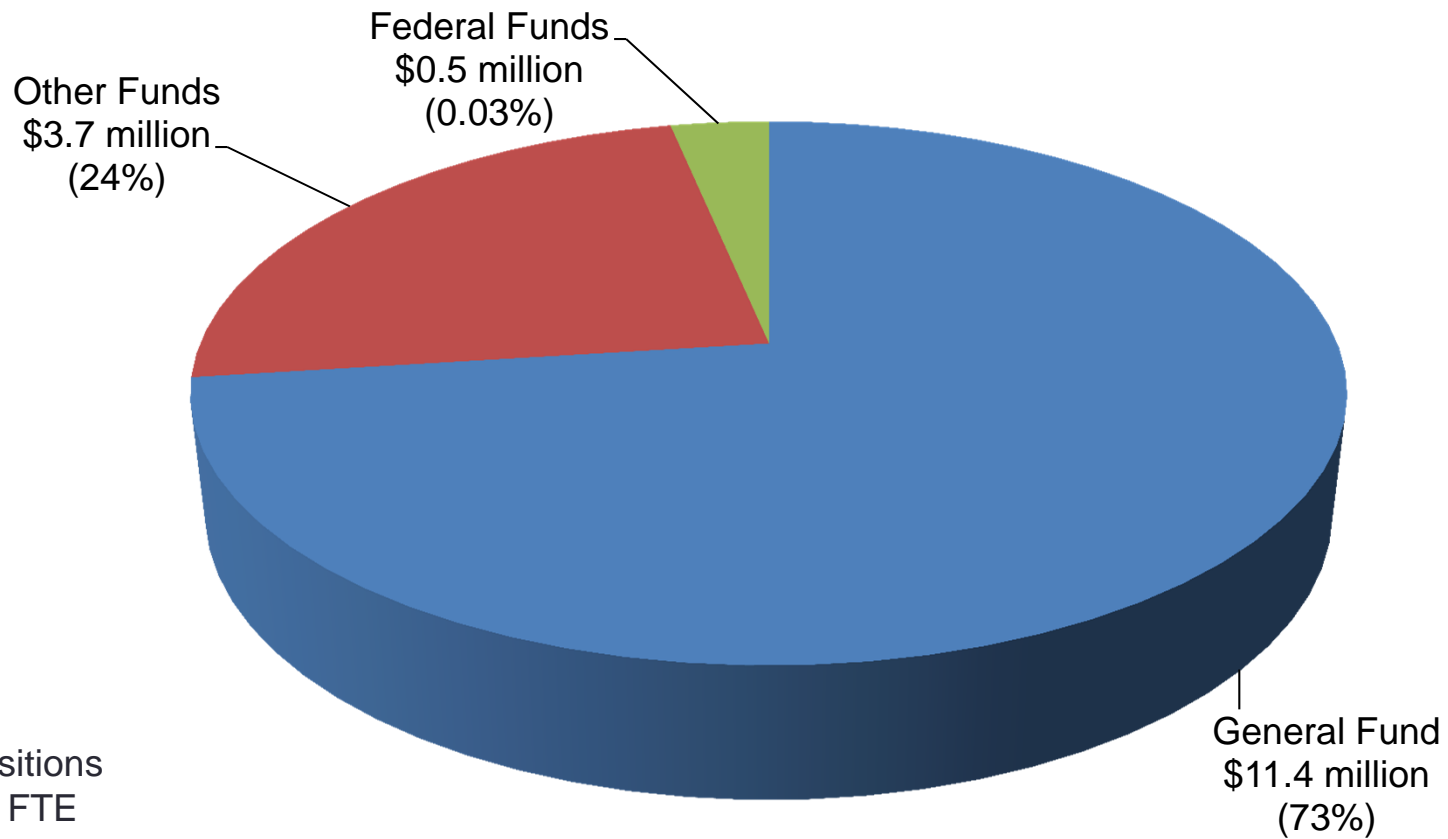
- Refinished Gym Floor
- Peterson Hall Roof and Gutter replaced, seismic complete
- High School Roof replaced, seismic complete
- Lindstrom Hall Roof repaired
- Elevator remodeled

- Next up: HVAC system campus-wide



OSD: 2013-15 Legislatively Approved Budget

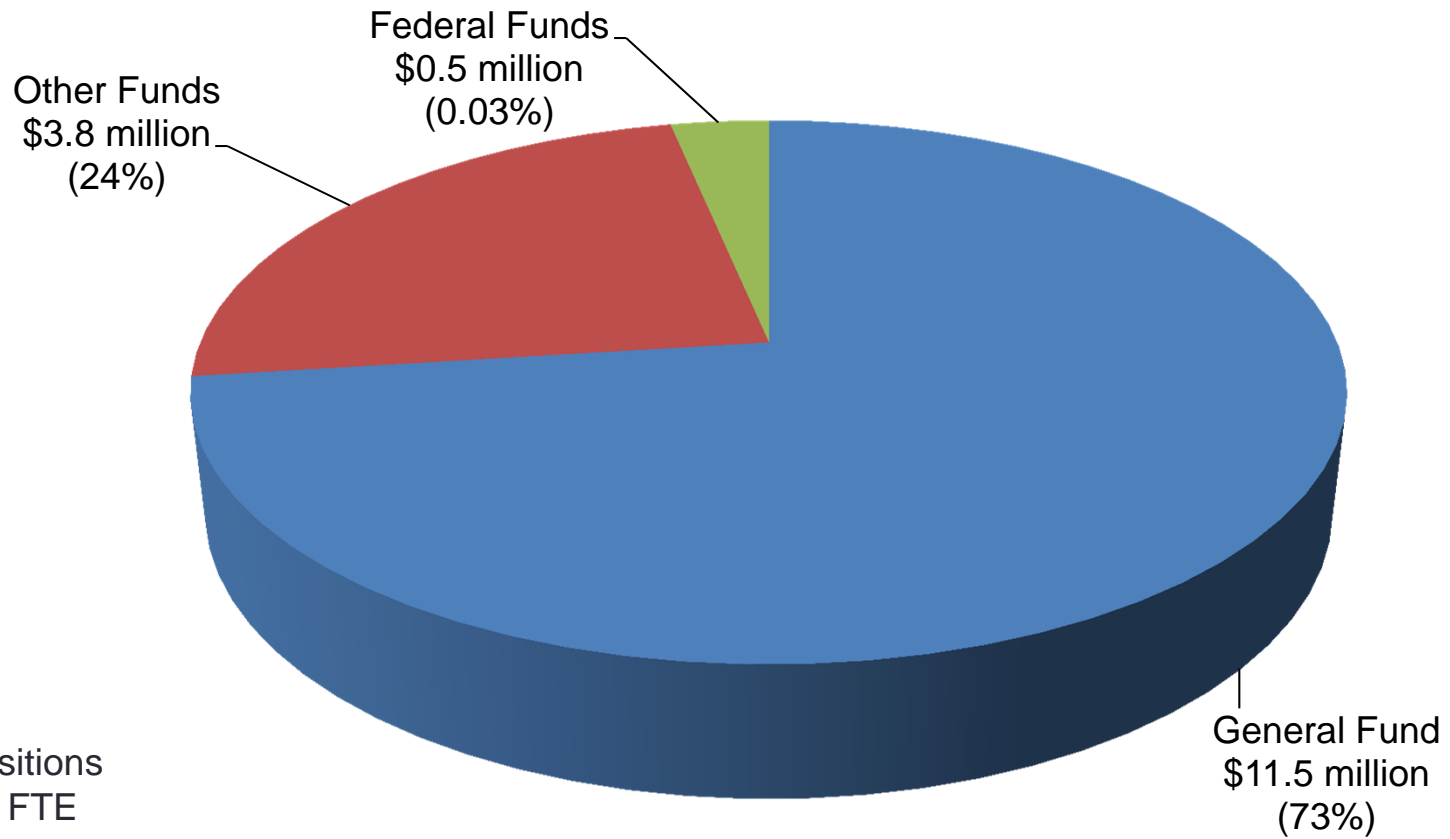
\$15.6 Million All Funds



83 positions
75.19 FTE

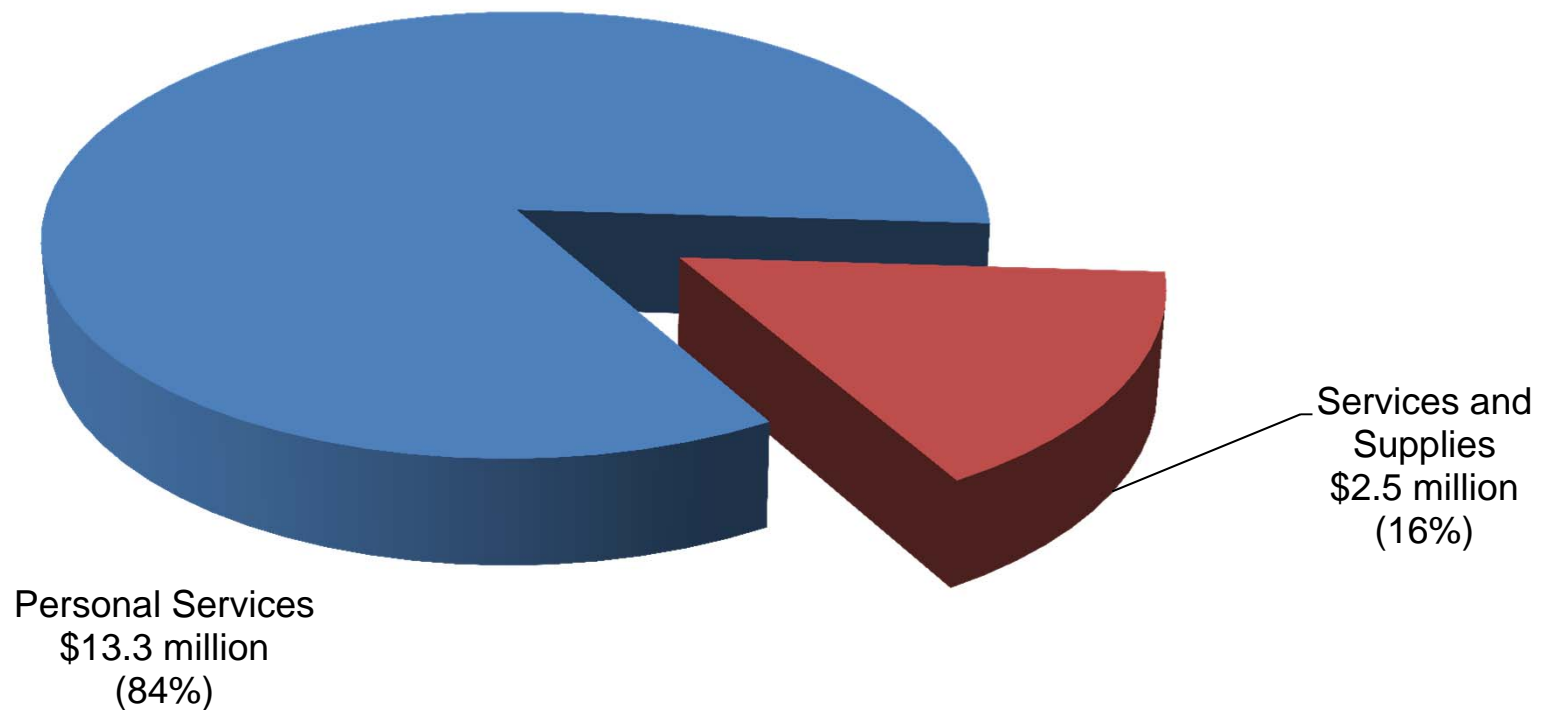
OSD: 2015-17 Current Service Level

\$15.8 Million All Funds



Most Expenditures Are For Personnel

2015-17 Current Service Level



Federal IDEA Allocations to Districts

- Districts are primarily responsible for meeting the educational needs of students with disabilities. Obligations include finding, evaluating, and identifying eligible students; developing and implementing Individualized Education Plans; and complying with numerous fiscal, data and legal requirements established in federal regulations.
- Annually districts receive federal allocations under the Individuals with Disabilities Education Act (IDEA) - based on federally determined formulae - to provide special education and related services to eligible students.
- Districts must meet maintenance-of-effort (MOE) requirements as a condition of receiving the funds. If a local district does not maintain effort, the district is required to repay the amount by which they fall short in MOE commitment using non-federal funds.



Program Outcomes

- District program performance: *Special Education Report Cards* at <http://www.ode.state.or.us/data/reportcard/sped/default.aspx?Type=D&Language=E>
 - ✓ All measures include a comparison to state targets established in Oregon's State Performance Plan at <http://www.ode.state.or.us/search/page/?=1813>

- ODE program performance: Determined annually by U.S. Department of Education based on Oregon's *Annual Performance Report* at <http://www.ode.state.or.us/search/page/?=1813>
 - ✓ Contains 20 indicators of performance and compliance
 - ✓ ODE has received a determination of "Meets Requirements" for four of the past five years.



State Maintenance-of-Effort Monitoring (MOE)

- Federal rules require Oregon to demonstrate it will not reduce the amount of **state** financial support for students with disabilities below the amount made available for the preceding fiscal year.
- If Oregon does not maintain effort, the allocation of federal special education funds will be reduced for the following fiscal year.
- For 2010-11, because of budgets cuts, the state did not meet MOE and the Legislature had to appropriate \$13.8 million to the State School Fund for special education purposes to satisfy this federal requirement.



State-level MOE

The following programs at ODE are included in the state-level MOE calculation:

- Special Education Department Operations
- State School for the Deaf
- Blind and Visually Impaired Student (BVIS) Fund
- Early Childhood Special Education Programs
- Hospital, Pediatric Nursing and Long-Term Care and Treatment Programs
- Regional Programs
- High Cost Disability Fund
- State School Fund Dollars for Students with Disabilities (second weight)
- State School Fund Amount for the 11% Cap Waiver
- State Funds from All State Agencies Made Available for IEP Purposes



Major Compensatory Grant Programs Serving Students



Major Federal Compensatory Grant Programs

- Oregon receives significant amounts of federal funding under the ESEA for programs that provide support to learners in challenging situations - *e.g.*, those in poverty, non-English speaking, migrant, and homeless - or for targeted investments (*e.g.*, school improvement). In terms of funding, major programs include:
 - Title IA - Grants to Local Educational Agencies (LEAs)
 - Title IC - Migrant Education
 - Title III - English Language Learners
 - Title IVB - 21st Century Community Learning Centers
 - Carl Perkins Career and Technical Education

- Oregon also receives a significant amount of funding - currently close to \$300 million - from the U.S. Department of Agriculture for reimbursements to nutrition programs that provide meals to children and adults in various school-based and community-based settings.

- As with nearly all ODE grant programs, ODE staff provide technical assistance and trainings, monitor programs for compliance with applicable regulations, collaborate with state agencies and other partners statewide, and collect program data.



Title IA Grants to LEAs

- Purpose of program: To provide financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families; funds provide supplemental services to students at risk of failing academic standards (*e.g.*, reading and math intervention courses, after-school instruction, and summer school instruction)

- The largest of Oregon's ESEA programs, federal funding is currently estimated at approximately \$300 million per biennium. (99% in grants; 1% for admin)

- Distribution basis:
 - ✓ Federal funds are allocated to states through four statutory formulae based primarily on census poverty estimates and student demographics. In turn, states grant funds to local education agencies based on a statutory formula.
 - ✓ LEAs allocate funds to schools based on ranking and serving according to poverty. Schools with a poverty level of 75% or above are required to be funded under the program.



Title IA School Improvement

- Under certain circumstances, federal Title IA funds can be directed to Oregon's lowest performing Title I-funded schools. Funds are directed to districts in "Priority" or "Focus" status. These represent the lowest performing 5% and lowest 15% of schools.
- Under the provisions of Oregon's ESEA Flexibility Waiver, Oregon has identified "Priority" schools and "Focus" schools that will participate in state-directed improvement strategies over the next four years. Thirty "Model" schools were also identified and recognized as Title I (high-poverty) schools that are excelling.
- Funds purchase leadership coaching, focused professional development and support for strategic school improvement planning. Also, schools receive funds that may be used for academic interventions, extended learning time and professional development.
- Students served: 40,700 students in 91 schools

Title IA School Improvement

Focus and Priority Schools & Goals

1. **91 Focus and Priority Schools** Goal of Level 3 Rating or Better

50% by June 2014
75% by June 2015

Internal Routine

- Four times a year
 - August, November, February, and May
 - Formative achievement data
 - Self-assessment framework on major strategies
 - Qualitative and quantitative data
 - Routine informs supports needed and given

Support to schools...

- Network Of Leadership Coaches
- Continuous Achievement Plans
- School Support Team pilot
- Supports and Interventions designed specifically for schools and districts

Responsiveness

- Alignment
- Support
- Context
- LEARNING!

Goals and Progress

Overall Ratings

	<u>2012</u>	<u>2013</u>	<u>2014</u>
4	3	4	13
3	4	39	38
2	63	34	28
1	20	13	11

- 51 schools are currently at a 3+ for 2014.

Achievement & Growth

- 66 schools maintained or improved their **Achievement Rating**
- 63 schools maintained or improved their **Growth Rating**



Support for Low Performing Districts

- 60% of Focus and Priority Schools are now a level 3 or higher, on the school report card, and 75% are on track to hit a level 3 by next Summer.
- In schools that are not improving, there is often a need to do district-level work.
- ODE convened a Taskforce to develop a District Rating System and identify supports and interventions for chronically underperforming districts.
- Proposed 2015-17 budget includes:
 - ✓ \$3 million to identify the ten lowest performing districts and provide supports, similar to the focus and priority model, to the three lowest performing districts; and
 - ✓ \$2.4 million to implement new leadership initiative.



Title IC Migrant Education

- Purpose of program: To support high-quality and comprehensive educational programs for migrant children to reduce the disruption resulting from frequent moves and interruptions
- Estimated federal funding of \$21 million per biennium currently (85% in grants; 14% for SEA-level projects; 1% for admin)
- Distribution basis: Based on a statutory formula using student eligibility criteria for preschool, summer school and school-year programs
- Students served: 19,000 through 19 programs sponsored by 10 districts and 9 ESDs
- Outcome measures and results: Data are reported on students entering Kindergarten ready to learn, students reaching benchmarks in both reading and mathematics, and students graduating from high school.



Title III English Learners and Immigrant Youth

- Purpose of the program: To help children and youth who are limited English proficient meet the same challenging state academic standards all students are expected to meet
- Estimated federal funding of \$15 million per biennium currently (95% grants; 2% for SEA-level projects; 3% for admin)
- Distribution basis: Based on a statutory formula, which uses student eligibility criteria (number of students in English Language Development programs)
- Students served: 58,000 through 66 programs in 130 districts
- Outcome measures and results: Data are reported on students gaining and obtaining proficiency and students reaching benchmarks in reading and mathematics.



Title IV-B 21st Century Community Learning Centers

- Purpose of program: To support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools
- Estimated federal funding of \$22 million per biennium currently (95% in grants; 3% for SEA-level projects; 2% in admin)
- Distribution basis: Based on a federal statutory formula for states; competitive basis for grants to local programs
- Students served: Slightly over 20,000 through 31 programs (some with multiple sites)
- Outcome measures and results: Data are reported on students reaching benchmarks in both reading and mathematics.



Career and Technical Education (CTE)

- 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 employment. Learning in a career context creates relevance for students.

- Specific grant programs in ODE's budget for CTE include:
 - ✓ Title I CTE Basic Grants - \$31 million Federal Funds
 - ✓ CTE Revitalization Grant Program - \$9.9 million General Fund
 - ✓ Student Leadership Programs - \$0.24 million General Fund

- CTE is increased by \$14.7 million in the 2015-17 proposed budget.



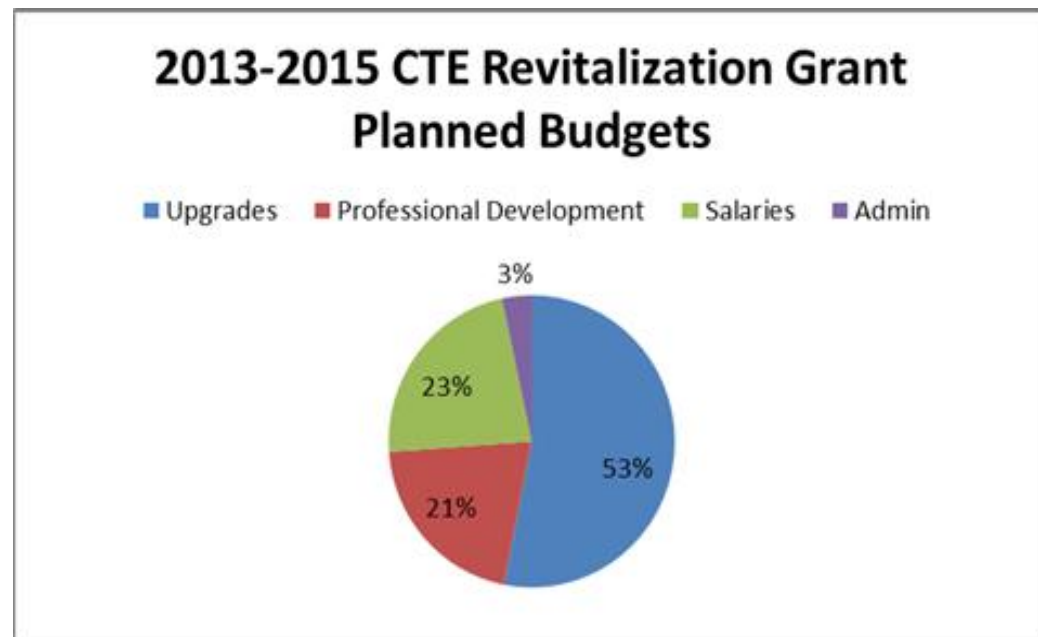
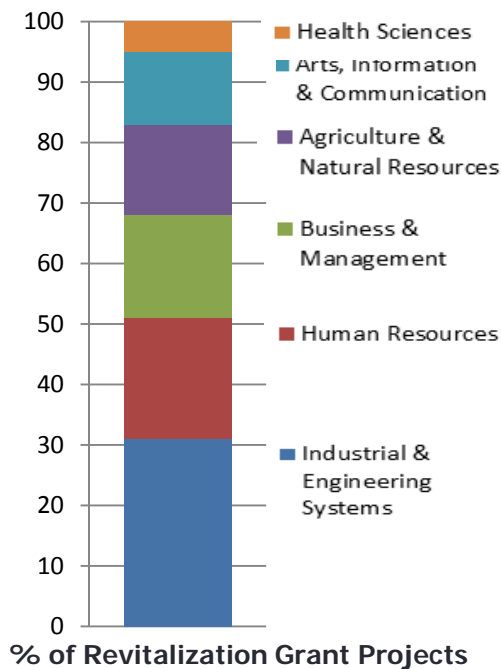
Career Technical Education Federal Grant

- Purpose of program: To develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in CTE programs; funds are used for state leadership activities as well as sub-grants to vocational education programs
- Estimated federal funding of approximately \$31 million per biennium (85% grants, 10% for SEA-level projects, 5% for admin); state match is required (currently \$1.3 million)
- Distribution basis: Federal statutory formula
- Students served: Over 170,000 in 215 high schools, middle schools, regional technical centers, 17 community colleges, four youth correctional facilities, and nine adult correctional facilities
- Outcome measures and results: Data are reported on students attainment of academic and technical knowledge and skills.



2013-2015 CTE Revitalization Grant

\$11.1 Million awarded for
32 projects involving
60 high schools across the state and some participation of
94 middle and elementary schools and
338 business, industry, and labor partners.



Benefits of CTE

CTE (Career and Technical Education) prepares students for further education and the workforce needs of the 21st century, including STEM. Engaging programs focused on careers keep students in school.

Graduation Rates (4-Year Cohort)

Population	CTE Concentrators (One or more CTE credits)	All Students (Including CTE Concentrators)
All Students	85.7%	68.7%
American Indian	82%	51.7%
African American	86%	57.1%
Hispanic	84.7%	60.8%
Economically Disadvantaged	80.8%	60.4%
Limited English Proficiency	64.4%	49.1%



Nutrition Programs

- Oregon is the 15th highest state in the nation with food insecurity.
- Research published in the *Journal of Public Health Nutrition* shows an environment that promotes nutrition and physical activity led to an upward trend of performance on standardized test scores.
- Child Nutrition Programs provide children (and some adults) access to food, a healthful diet, and nutrition education in school-based and/or community based settings. For many children, this is the only reliable meal of the day.
- Since 2001, the number of meals served consistently has risen. The projected number of meals served in 2014 is roughly 88.8 million, or nearly 6% over 2001's 83 million meals .



Nutrition Programs

- Child Nutrition Programs are largely funded with federal funds from the USDA. (Federal Funds: 96.26%; State Funds: 3.00%; Other Funds: 0.74%)
- Federal funds reimburse sponsors of meal programs (*e.g.*, National School Lunch Program; School Breakfast Program; Summer Food Service Program; the Child and Adult Food Program).
- For 2013-15, federal reimbursements are estimated to be close to \$354 million. Reimbursement rates range from \$0.27 per meal (paid) to \$2.98 per meal (free). Rates change each July 1.
- Budget includes \$3.2 million for state sponsored programs such as :
 - Afterschool Meal and Snack Programs
 - Breakfast and Summer Food Program
 - Farm-to-School and School Garden Programs



Grant Programs for Teachers and Other School District Personnel



Serving Educators

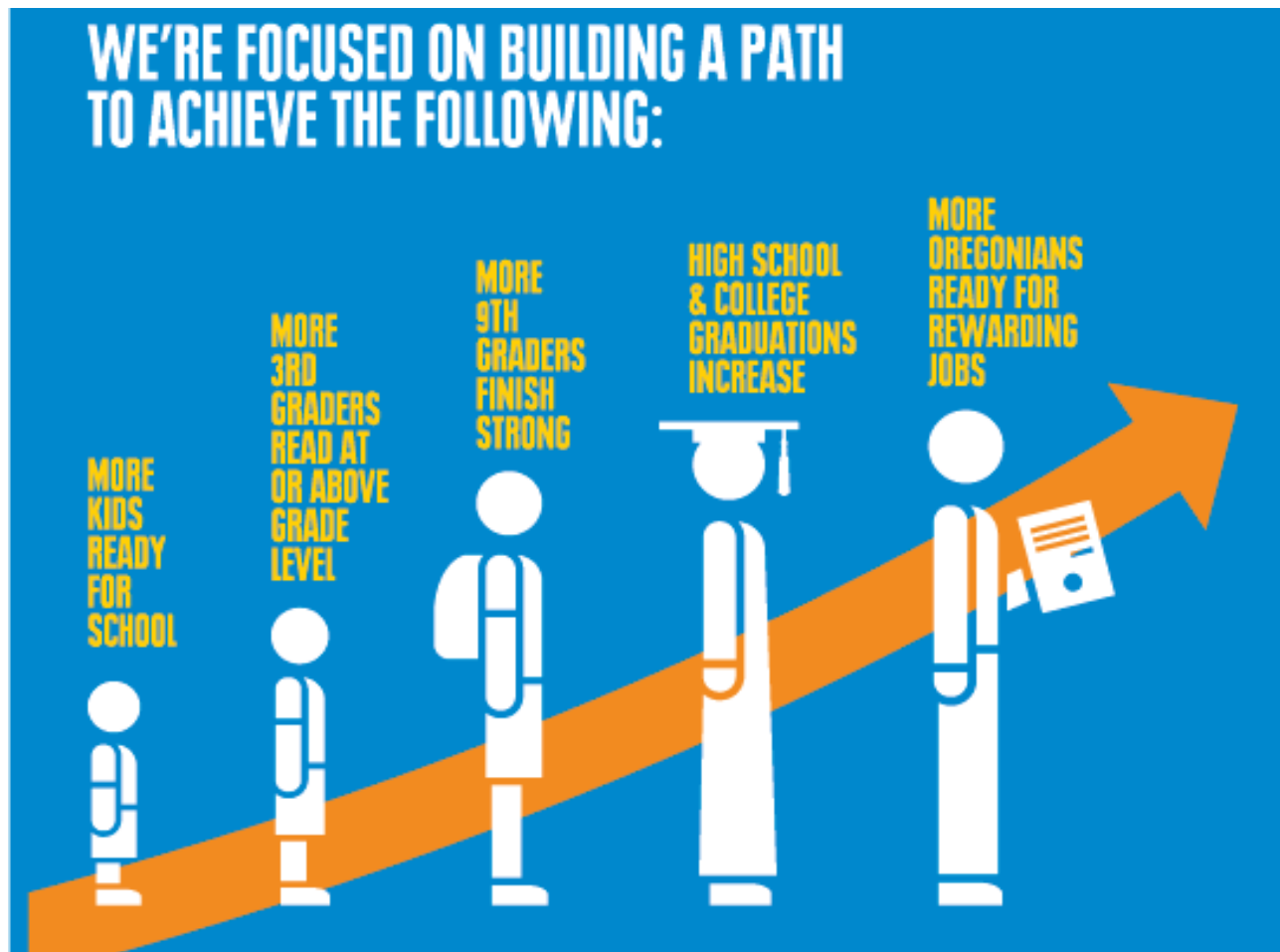
- Educator effectiveness is critical to student success. A growing body of research shows that student achievement is more heavily influenced by teacher quality than by students' race, class, prior academic record, or school a student attends.
- Specific grant programs in ODE's budget are targeted to support Oregon's educators. These include:
 - ✓ Title IIA Teacher Quality - \$46 million Federal Funds
 - ✓ Network of Quality Teaching and Learning - \$45.6 million Other Funds
- As with other grant programs, ODE staff provide grant administration, technical assistance and training, program monitoring, and data collection and reporting on the above programs.



Title IIA Teacher Quality Federal Grant

- Purpose: To improve student achievement through teacher and principal professional development (*e.g.*, increasing academic content knowledge, providing models of effective researched-based instructional strategies)
- Federal funding was approximately \$55 million per biennium but has declined recently to \$46 million. (96% in grants; 3% for SEA-level projects; 1% for admin)
- Distribution basis: Allocated on a federal formula basis using population and poverty data
- Teachers served: 30,000 teachers in 197 districts
- Related KPM 14: HIGHLY QUALIFIED TEACHERS - percentage of core academic classes taught by highly qualified teachers; TARGET: 100%; ACTUAL: 98% for 2011-12

Strategic Investments





Strategic Investments

- The Strategic Initiatives for Student Success (HB 3232) received \$29.3 million and are focused on improving outcomes in three areas:
 - ✓ Oregon Early Reading
 - ✓ Guidance and Support for Post-Secondary Aspirations
 - ✓ Connecting to the World of Work

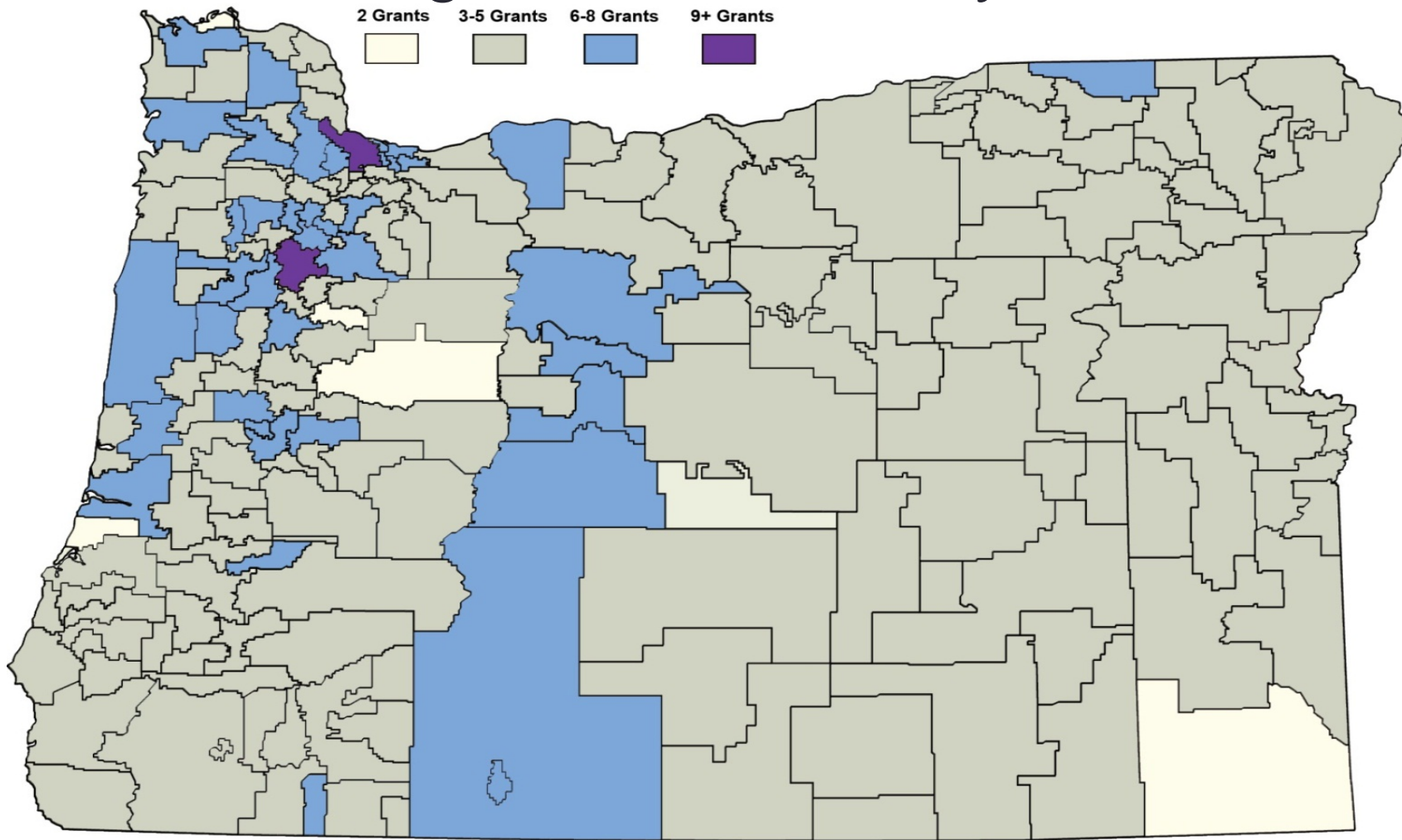
- The Network for Quality Teaching and Learning (HB 3233) received \$45.6 million and is focused on ensuring Oregon's educators have the supports, mentoring, and professional development needed in order to improve the quality of teaching and learning across Oregon.



Strategic Investments, cont.

- Targeted money at critical outcomes within achievement compacts
- Over 33 initiatives
- More than 1200 grants were made to school districts, education service districts, public charter schools, post-secondary institutions, community based organizations and tribes.
- 100% of school districts received at least two grants
- Partnering agencies include: ODE, Arts Commission, State Library, OEIB and BOLI

Strategic Investments by District



Strategic Initiatives Information

The screenshot shows the Oregon Department of Education website. At the top, there is a navigation bar with links for Standards, Teaching & Learning, Reports, Programs & Services, Education Funding, and Testing & Accountability. A search bar is also present. The main content area features a large article titled "Oregon's Federal Flexibility Waiver Approved" with a photo of two children. To the right is a sidebar titled "Strategic Priorities" listing various educational goals. Below the main article is a "News and Announcements" section with several bullet points regarding council meetings, summer meals, and EBISS participation. A "Find Visual Reports" graphic is also visible.

Oregon's Federal Flexibility Waiver Approved
 The U.S. Department of Education approved Oregon's federal flexibility waiver for the current school year. Approval of the waiver gives Oregon school districts the flexibility to use approximately \$51 million in federal Title I dollars on proven programs that help improve student learning and growth. Click here to learn more.

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

News and Announcements

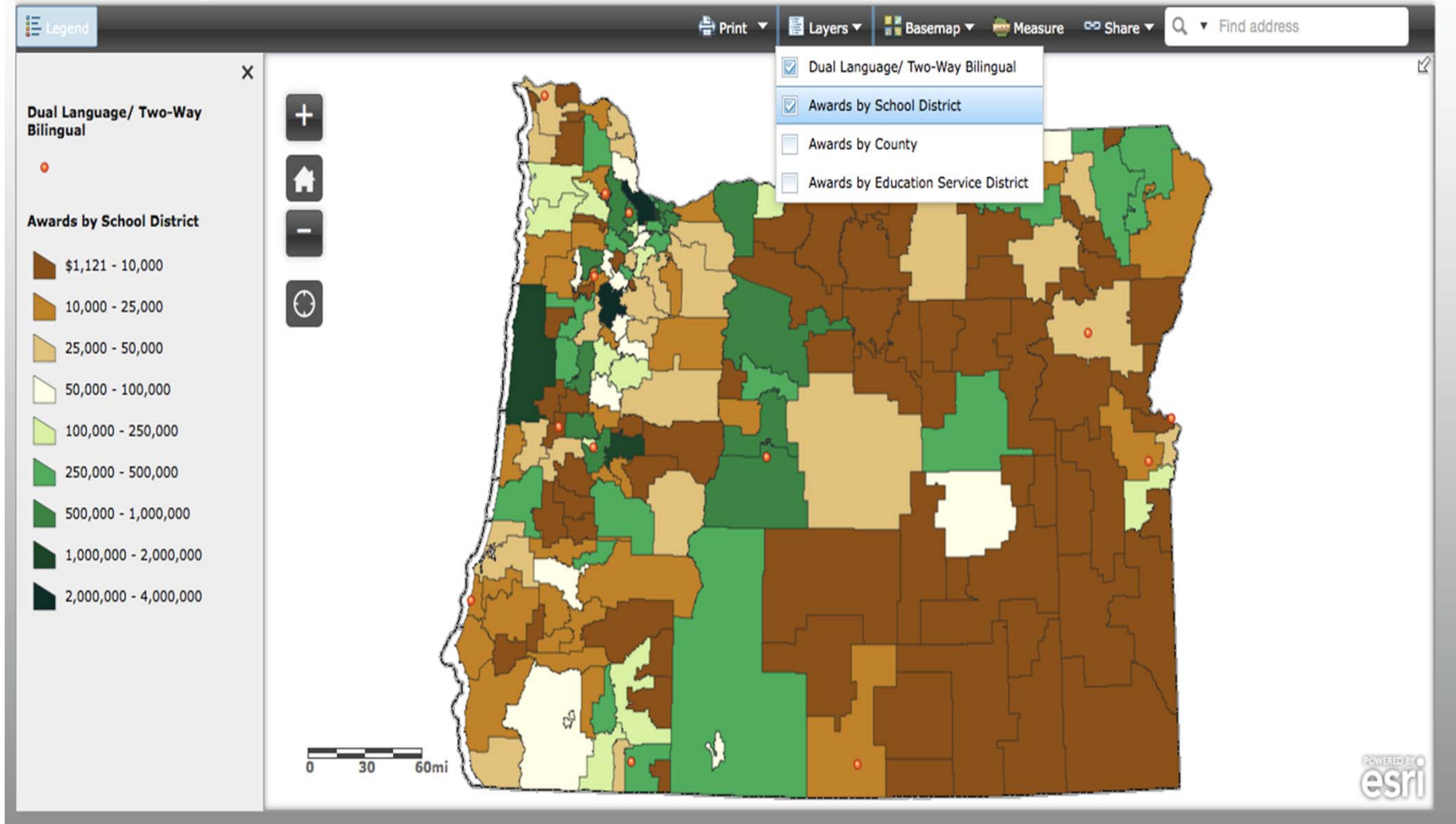
- Youth Development Council Juvenile Justice Committee Meeting**
 The Juvenile Justice Committee of the Youth Development Council will meet on Friday, February 6, from 1:00 p.m. to 4:00 p.m. at the Keizer Police Department. Committee members will develop recommendations to the full council on Oregon's Three Year Plan...
- Help Increase Summer Meals for Children and Adolescents**
 The Oregon Department of Education Seeks to Increase Summer Meals for Children and Adolescents Please partner with the Oregon Department of Education to "Fuel Oregon's Future" during the summer months by participating in the Summer Food Service Program...
- EBISS Participation 2014-2015 Meeting 2**
 Over the past several academic years, EBISS has been offered to districts across the state in different regional areas. For the 2014-2015 academic year, districts that have previously not been involved in EBISS can begin participating. Three introductor...
- EBISS Depth Meetings for 2014-2015**
 EBISS Depth Meetings for 2014-2015 will occur at the University of Oregon in Eugene on Wednesday, February 11, 2015; and Tuesday, April 7, 2014. EBISS Depth districts have been awarded subgrant funds to support EBISS and travel expenses to attend meetin...
- Winter Special Education Workshop**
 Mark your calendar for the Special Education Director/Coordinator Winter Workshop. This workshop will focus on need to know topics for a strong finish to the year while preparing for next year's great start. Learn about best practice on recruiting, hiri...

Find Visual Reports
 PERFORMANCE DATA
 TREND COMPARISONS
 DISTRICTED BOUNDARIES
 MORE

STRATEGIC INITIATIVES

Link on ODE Website

ODE Strategic Initiatives Map



Strategic Initiatives for Student Success (HB 3232)

Support evidence-based strategies designed to rapidly improve student performance and close achievement gaps on several key measures of progress, including:

- Kindergarten readiness
- 3rd grade reading proficiency
- 9th grade progress toward graduation, high school completion
- College enrollment



Expanded Reading Strategic Investment

- Kindergarten to Grade 3

- Priority and Focus Schools

- Three Strategies
 - Before / afterschool opportunities
 - Increased access to technology
 - Increased adult support

- \$40,000 / year for 2013-14 and 2014-15



Expanded Reading Strategic Investment : Lesson Learned

- Districts that focused on adult support had better results.

- Chief Joseph / Ockley Green K-8 school in Portland
 - ✓ Reported an 18% improvement in reading achievement for their third graders
 - ✓ Achieved through hiring a Reading Specialist who worked closely with the students needing the most support
 - ✓ Also provided professional development to teachers for improved reading instruction and analysis of formative assessment data, better equipping teachers to fine-tune supports to all students



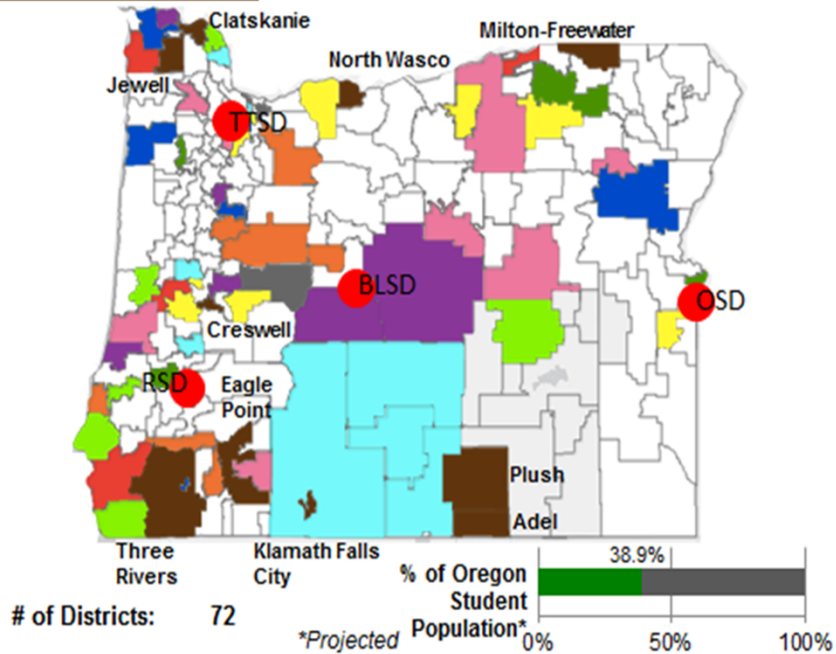
Enhancement of the OrRTI Network

- Help districts implement evidenced-based, high-quality reading programs that have proven effective in moving students to high standards
- Help districts differentiate reading instruction that matches specific instructional strategies to identified student needs
- Support the use of assessment practices that assess students' instructional needs
- Broaden the network of technical assistance throughout the State by creating regional RTI centers
- Help districts implement RTI as a method for identifying specific learning disabilities

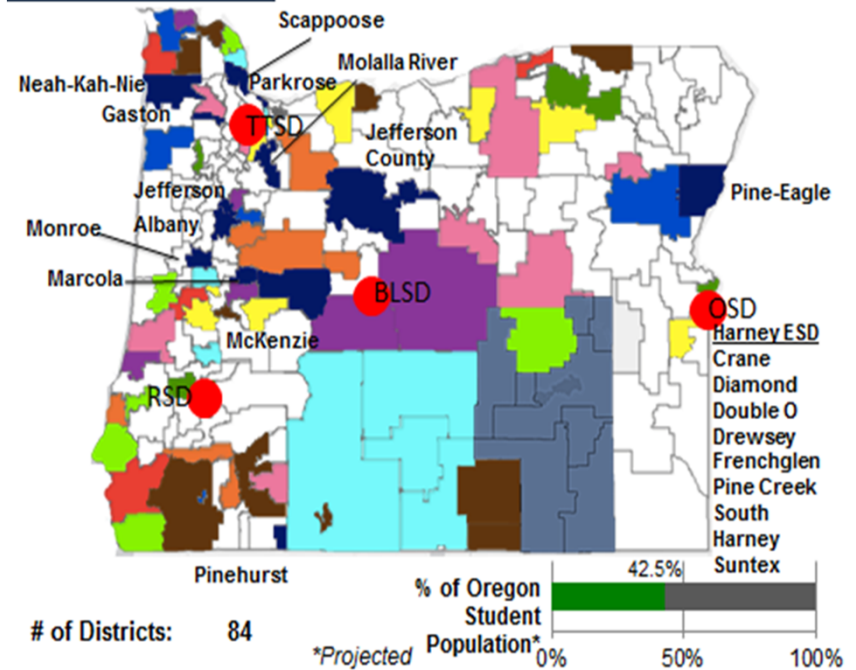
Enhancement of the OrRTI Network Through the Strategic Investment Funds

All Oregon Regions Represented

Cadre 9.2: 2013-2014

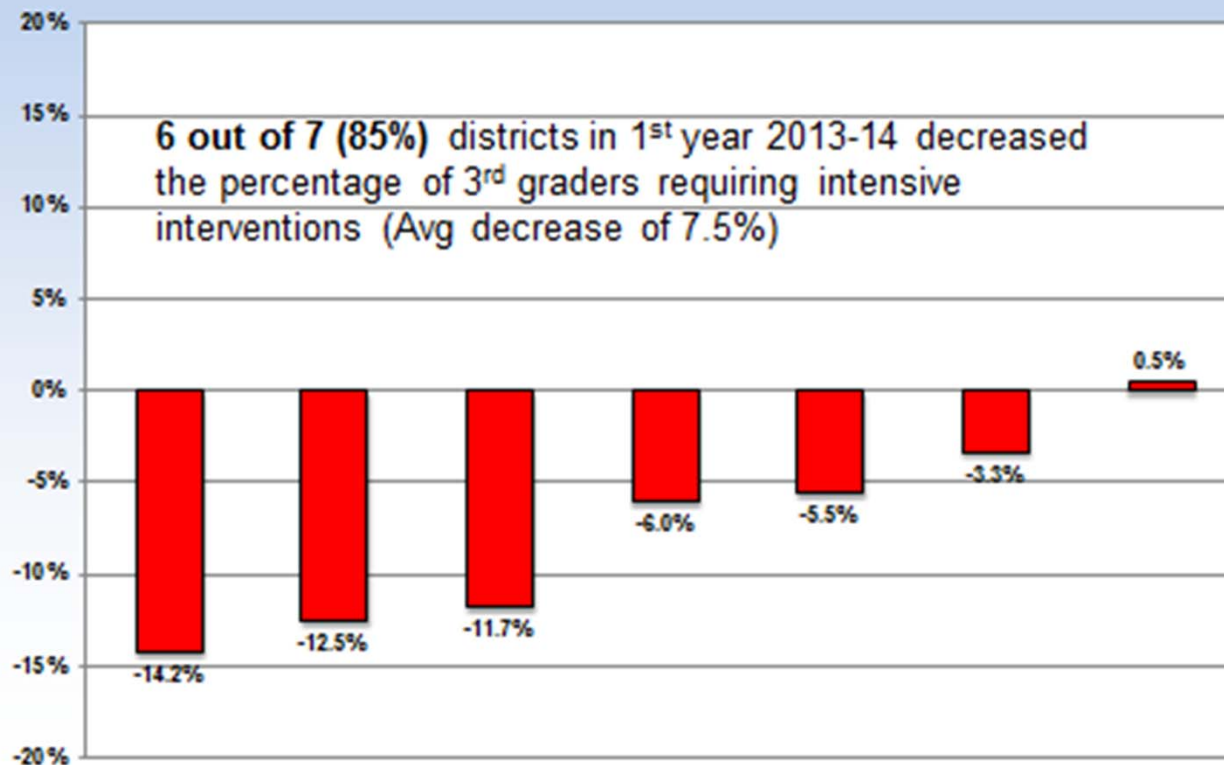


Cadre 10: 2014-2015



OrRTI's Promising Data Trends

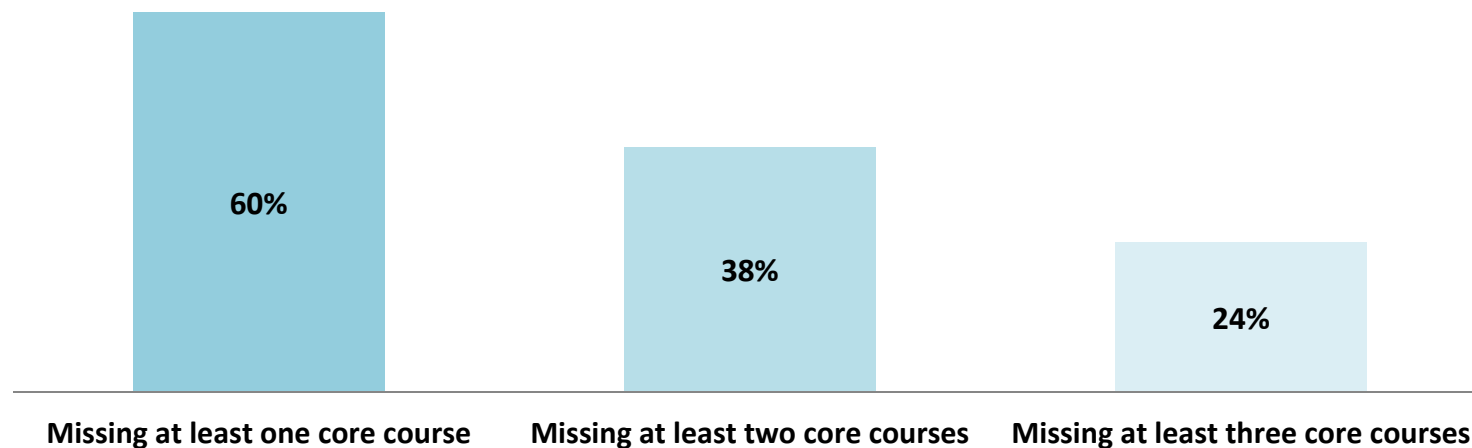
Reduced the % of 3rd Gr Students Requiring Intensive Interventions



Student Mentoring and Monitoring

Prepares 8th and 9th grade students, who might otherwise not graduate, for the rigor and planning needed to complete high school and plan for college and careers

Snapshot of Students Entering Programs





Advanced Placement/International Baccalaureate Exam Fee Support

- Leveraged state and federal funds
- Low-income students pay nothing for AP and IB exams and IB registration fees
- 1,023 IB exams and 5,071 AP exams provided to low-income students in 2013-14
- All other students receive a portion of fees paid.
- The College Board estimates the potential cost savings to Oregon students for college credits is \$13,816,188.



Eastern Promise Replication

- Funded consortiums of school districts, education service districts, community colleges and universities to expand opportunities for high school students to earn college credits while in high school and to build a college-going culture in local schools.

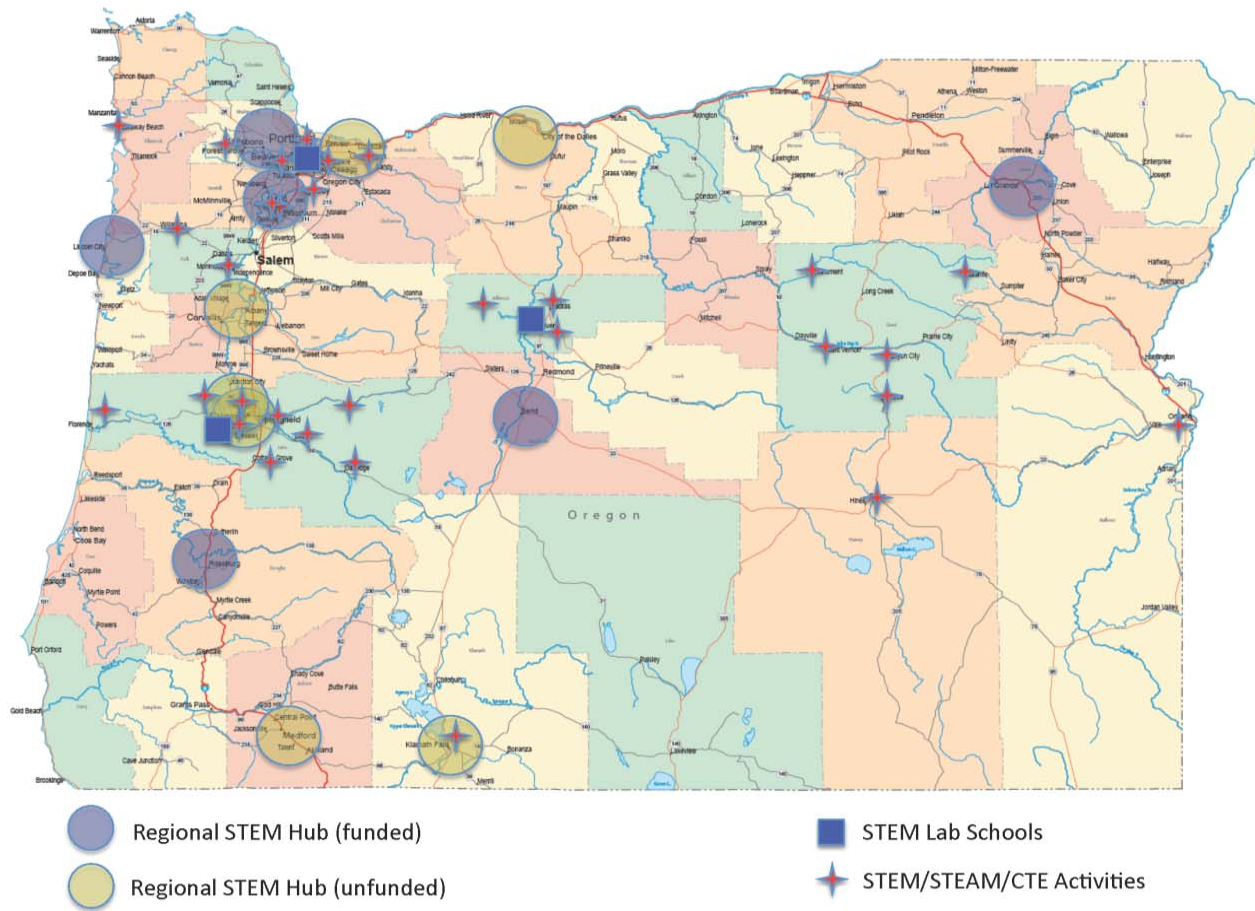
- Awarded to:
 - Central Oregon Better Together
 - Connected Lane Pathways
 - Oregon Metro Connects
 - Southern Oregon Promise
 - Willamette Promise



STEM: Science, Technology, Engineering, and Mathematics

- Regional STEM Hubs: To bridge pockets of excellence, capture and share best practices and resources, and galvanize communities to build on local
- STEM/STEAM/CTE Activities: To close the opportunity gap, expand transformed STEAM and CTE learning programs within and beyond the school day; focus on underserved and underrepresented students
- STEM Lab Schools: Inclusive learning environments that take a deeper dive into transforming teaching and learning; provide heightened student engagement and success through authentic demonstrations of critical thinking and problem-solving to the STEM community

STEM Education: Collective Responsibility Drives Prosperity





STEM Education: Collective Responsibility Drives Prosperity

- Thousands of students impacted directly and indirectly through the STEM - initiatives
 - Providers: schools, school districts, ESDs, community colleges, universities, out-of-school providers and community-based organizations

- More than 2,000 educators, both in-school and out-of-school providers, served statewide with a focus on Oregon's academic content standards, culturally responsive pedagogy and STEM teaching practice that complement the ongoing work of ODE
 - Multiple professional learning opportunities provided through local, state and national organizations

- More than 100 events for educators, students, communities held, many leveraging community-based organizations and volunteers
 - Statewide and local STEM meetings, mobile labs with equipment and lesson kit libraries, student STEM fairs and demonstration sites

Network of Quality Teaching & Learning



Network Focus Areas

- Mentoring for new educators
- Educator evaluation and effectiveness
- Common Core State Standards implementation
- School district collaboration and development of teacher leaders
- An educator workforce that more closely mirrors student demographics
- Educator preparation/district clinical partnerships and shared accountability
- Closing the achievement gap
- Early learning professional development



Teacher/Administrator Mentoring State Grant

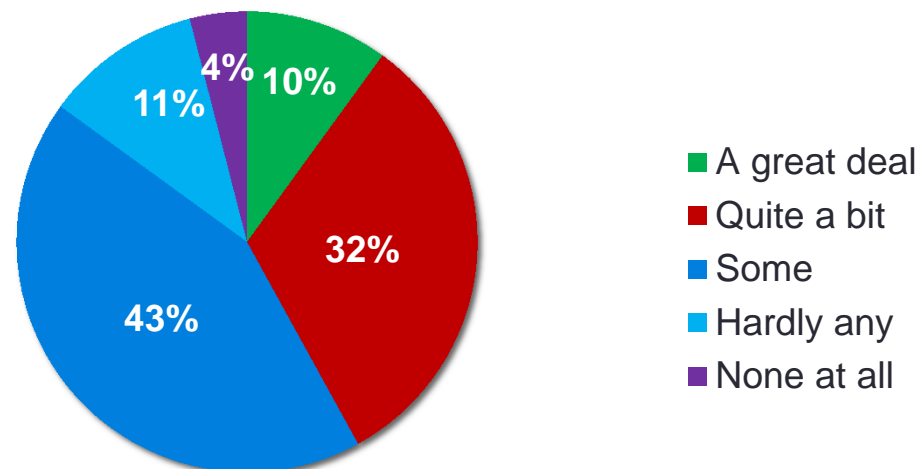
- Recognizing professional growth and development for new teachers and administrators have a positive impact on student learning and achievement, the Legislature established this program (ORS 329.788 through 329.820).
- Mentoring Program Impact:

	2011-2012	2012-2013	2013-2014
Number of students impacted	34,956	36,559	71,096
Number of beginning teachers impacted	326	407	993
Number of beginning administrators impacted	57	50	103

Teacher/Administrator Mentoring State Grant

Beginning teachers were asked how much *success as a beginning teacher they would attribute to the mentor program*. The chart below shows that 85% attributed some, quite a bit, or a great deal to the mentor program.

Success Attributed to Mentor Program (BT)





Support to Implement Common Core & Educator Effectiveness

- \$6 million to school districts to implement their Common Core and Educator Effectiveness plans
- Convened over 1,300 educators in Portland, La Grande, and Eugene three times last year and this year for Professional Learning Team Conferences
- **Professional Learning Team Participation:**
 - **189** school districts in attendance
 - **1,393** educators in attendance
 - **98%** of Oregon's students represented
- **Professional Learning Teams:**
 - Receive support for ongoing professional learning through online platforms and possible optional cohort meetings
 - Serve as leaders in implementation of standards and educator effectiveness in Oregon
 - Receive training in: English Language Arts, Mathematics, Science, Inter-Rater Reliability, Student Learning and Growth, and English Language Proficiency



District Collaboration Grants

- Districts work to design and implement initiatives focused on meaningful evaluations, aligned professional learning, new career pathways and alternate compensation models
- *Student achievement:* Year 3-Implementation districts' students in the sub-group populations of economically disadvantaged, American Indian/Alaska Native, and Hispanic outperform the state
- Collaboration Grant districts had a more positive response in every category of Leadership in Schools, Professional Development, and Teacher Concerns.



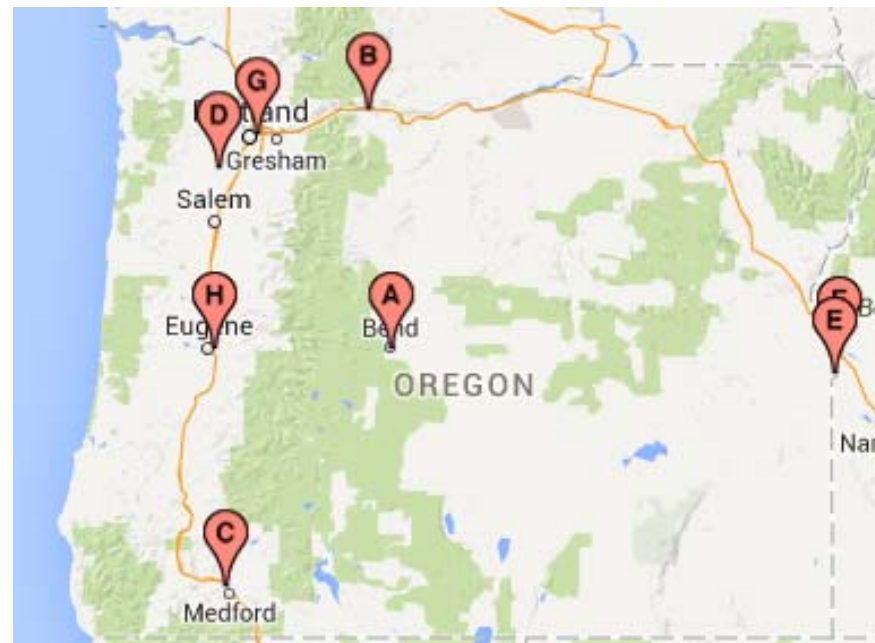
Closing Opportunity Gaps Grants

- Dual Language Education
- Developing New English Language Proficiency Standards
- Culturally Responsive Pedagogy and Practices
- Closing Achievement Gaps for American Indian/Alaskan Native Students
- Closing Achievement Gaps for African American Students

Dual Language Grant Recipients

\$120,000 Awarded to the following School Districts:

- ✓ Bend La-Pine (A)
- ✓ Hood River County (B)
- ✓ Jackson Co. (Central Point) (C)
- ✓ Newberg (D)
- ✓ Portland (G)
- ✓ Springfield (H)



\$160,000 Awarded to:

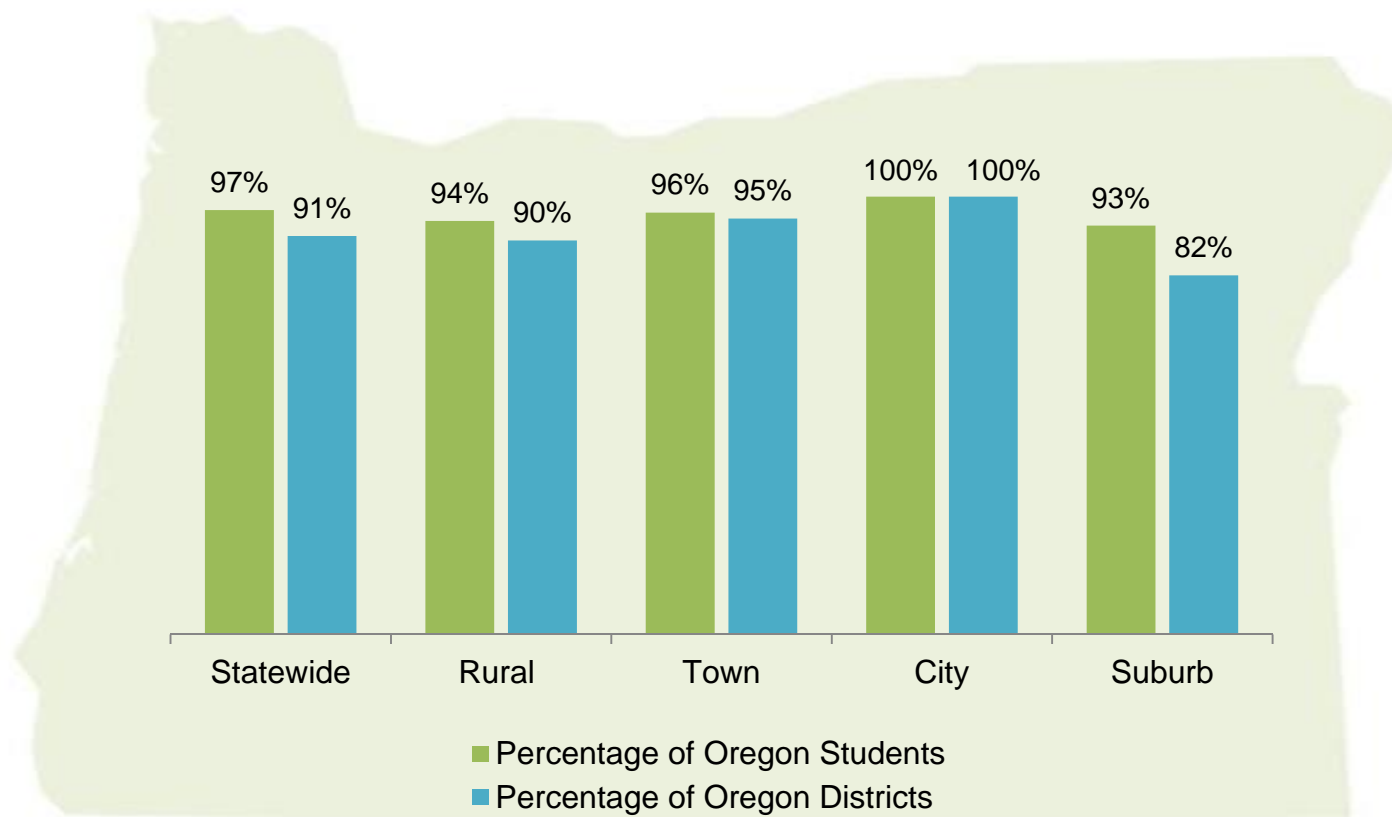
- ✓ Nyssa School District (E) in partnership with Four Rivers Community School (F)



Combined Educator Effectiveness, Common Core Standards and Support for Small/Rural Schools

- Supports networking among districts in regions across the state to share lessons learned and best practices from District Collaboration Grants and other model districts. Implementation examples:
 - ✓ Increasing knowledge and skill of teachers, teacher leaders, and administrators in CCSS and the Oregon Framework
 - ✓ Creating CCSS-aligned curriculum materials and scoring rubrics
 - ✓ Increasing knowledge and implementation of effective instructional strategies aligned to the CCSS
 - ✓ Aligning professional learning to Student Learning and Growth Goals
 - ✓ Aligning professional learning to Professional Growth Goals
 - ✓ Providing release time for PLCs, development activities, professional learning activities, and peer observations

EE/CCSS Implementation Grants provide resources to ...



...ninety-seven percent of Oregon districts serving 548,223 students.



Proposed Network Investments in 2015-17

The 2015-17 proposed budget reallocates investments among categories and backfills some investments with General Fund:

HB 3233 (2013) – Network of Quality Teaching and Learning	2013-15 Investments (Grant-in-aid)	2015-17 Proposal (Grant-in-aid)
• Mentoring	\$9.0 million	\$11.0 million
• School District Collaboration	\$11.6 million	\$17.0 million
• Educator Effectiveness	\$4.5 million	-
• Support Implementation of CCSS	\$4.1 million	\$3.1 million
• Student Centered Learning	\$1.4 million	-
• Closing the Achievement Gap	\$4.5 million	\$4.1 million
• Educator Preparation	\$2.4 million	-
• Aligning Prof Dev Plans to SI & Leadership Needs	\$2.6 million	-
• Support for Underperforming Districts	-	\$5.4 million
• Early Learning Prof Development	\$0.4 million	\$0.4 million
TOTAL	\$40.6 million	\$41.0 million



Proposed Strategic Investments in 2015-17*

HB 3232 (2013) - Strategic Investments	2013-15 Investments (Grant-in-aid)	2015-17 Proposal (Grant-in-aid)
• Oregon Reads for Focus and Priority Schools	\$3.5 million	\$1.0 million
• Oregon Reads for Early Learning	\$1.7 million	\$1.8 million
• Oregon Reads - Response to Intervention	\$2.0 million	\$2.2 million
• Guidance and Support for Post-secondary	\$5.7 million	-
• Eastern Promise Replication	\$4.1 million	\$3.9 million
• STEM (Includes \$750,000 for Jobs for American Graduates (JAG) program)	\$6.9 million	\$7.8 million
• Accelerated Learning (including \$2m for Math/English redesign)		\$12.0 million
• High School Equivalency		\$2.0 million
• Equity - Collective Impact		\$2.5 million
• Tribes Attendance Pilot		\$1.5 million
• Free Lunch Program Expansion		\$3.0 million
• Move TELL Tool to OEIB		(\$0.25 million)
TOTAL	\$23.8 million	\$37.5 million

* Not including new initiatives such as Age 3 to Grade 3; proposal for STEM also includes \$7.9 million in OEIB's proposed 2015-17 budget



Other Required Information

Section 2: Program Detail

Section 3: 2015 Legislation

Section 4: Key Performance Measures

Section 5: Other Reports