Oregon Department of Education
Responses to 2015 Ways and Means Information Requests
3-17-15

From the March 16, 2015 meeting of the Education Subcommittee:

1. Please provide the facility grant amount recently received by North Wasco County SD#21 in The Dalles. (Representative Huffman)

RESPONSE: In 2014-15, North Wasco County SD #21 submitted claims totaling $840,578 for pre-manufactured structures. The school district received $67,246 - or 8% of the claim amount. (As noted on slide 184 in the Powerpoint presentation, reimbursement is capped at 8% of allowable costs.)

For all districts submitting claims in 2013-15, total allowable dollars were slightly over $150 million. Attached is a listing of the reimbursements by school district and school, including North Wasco County SD #21.

Facility Grants for
2013-15 sorted.pdf

2. In Phase 2 of the agency's presentation, will the Subcommittee receive reports on the outcomes for the Network for Quality Teaching and Learning investments? (Representative Komp)

RESPONSE: Yes. In its previously submitted report on strategic investments, ODE included a discussion of the Network. The report is attached here for your reference. The Network discussion starts on page 47.

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3. How many students are at the Oregon School for the Deaf and what is the annual cost per student? (Representative Huffman)

RESPONSE: The current student count at the Oregon School for the Deaf is 117. Please see slide 214 in the Powerpoint presentation for more detail (student counts by school type [e.g., elementary]; gender; and residential-vs-school day only). Using the 2015-17 current service level budget of $15.8 million Total Funds, the average annual cost per student is $67,605. This amount includes all budgeted expenditures, including those for deferred maintenance projects.

4. Is there a maintenance-of-effort amount for the Early Intervention/Early Childhood Special Education (EI/ECSE) program? (Senator Roblan)

RESPONSE: As noted on slide 231 in the Powerpoint presentation, federal rules require Oregon to show it has not reduced the amount of state financial support for students with disabilities below the amount made available for the preceding year. Thus, every year, ODE calculates the overall state amount made available for special education and compares it to the prior year. If Oregon does not "maintain effort," the allocation of federal special education funds will be reduced for the following fiscal year. While there is no individual requirement for the EI/ECSE program, its funding is included in ODE's overall state-level maintenance-of effort-calculation.

A complete listing of state-level programs can be found on slide 232 of the Powerpoint presentation.

5. How does the growth in EI/ECSE compare to the growth in population? (Senator Roblan)

RESPONSE: The table below shows EI and ECSE as percentages of their cohort populations as well as growth in the programs and their cohort populations from 2010 to 2013.

Growth in EI and ECSE and Comparison to Total Cohort Population				
	2010	2011	2012	2013
EI	2,933	2,981	3,207	3,287
Total Population	140,544	142,873	143,119	143,667
EI %	2.09%	2.09%	2.24%	2.29%
ECSE	6,900	7,235	7,350	7,321
Total Population	104,867	106,050	106,250	106,609
ECSE %	6.58%	6.82%	6.92%	6.87%
EI/ECSE	9,833	10,216	10,557	10,608
Total Population	245,411	248,923	249,369	250,276
Total %	4.01%	4.10%	4.23%	4.24%
Growth in EI		1.64%	7.58%	2.49%
Growth in ECSE		4.86%	1.59%	-0.39%
Growth in EI/ECSE		3.90%	3.34%	0.48%
Growth in Total Population		1.43%	0.18%	0.36%
* best available data				
* Data source is Office of Special Education Programs tables				

6. Please provide a list of the contractors for both the EI/ECSE and regional programs. (Representative Smith Warner)

RESPONSE: Attached please find a map and listing of contractors for both programs.

EI/ECSE:

[PDF icon]
eiecsecontractor...

Regional:

[PDF icon]
Map Doc.pdf

7. Is the Oregon Virtual School District (OVSD) available to homeschool students? (Senator Monroe)

RESPONSE: The Oregon Virtual School District is not available *directly* to homeschool or private school students. ORS 329.840 states: "The purpose of the Oregon Virtual School District is to provide online courses to kindergarten through grade 12 public school students."

However, homeschool students could (and do) access OVSD courses through their school districts. In this case, a homeschool student - and, if needed, parent - works with a school or district to enroll and participate in an online course. OVSD does not provide direct access to courses without the involvement of a school. Schools provide the teacher. For example, Hillsboro School District has over fifty homeschool kids taking advantage of ORVSD content online. Hillsboro provides the teacher to assist the family and the student.

8. Does OVSD collect information on students and how does ODE keep individual student data secure? (Senator Roblan)

RESPONSE: OVSD does not collect student personally identifiable information such as date of birth or address. Students register for courses with their school or district and obtain a user account (log in and password they can set) from their school. The existing contract with Oregon State University's Open Source Lab (OSU OSL) - where the systems are hosted - requires OSU OSL to comply with all FERPA requirements. The systems are guarded by standard protections such as firewalls and anti-virus software.

Students submit quizzes, tests, papers, and discussions to their teachers through the system but there is no central collection or aggregation of any classroom materials.

ODE's work with Google is primarily for access to Google content for regular classroom teachers for use in a regular school class.

9. Do we still do 10th grade testing (ORS 329.488)? Please provide a status report and how the testing is helping students. (Representative Huffman)

RESPONSE: Per ORS 329.488, public school districts and charters are required to offer the PSAT to students in grade 10. The law also allows districts to apply for a waiver and offer a different nationally-normed assessment in lieu of the PSAT. Over the years, we have seen 8-12 districts request the waiver, which is an annual requirement. Every district that has requested and approved for the waiver implements the ACT PLAN as the alternative to the PSAT. The state has been covering the cost of the PSAT, or reimbursing for other assessment options in waiver districts, since the 2008-09 school year. Below please find a summary table of the number of students tested and total cost for both of the options since 2008-09. Please note the cost per student has changed over time (which becomes evident when calculating per-student costs). We are still processing 2014-15 data and do not have those calculations available.

School Year	College Board PSAT		ACT PLAN		Overall Totals	
	Total Students	Total Cost	Total Students	Total Cost	Total Students	Total Cost
2008-2009	26,606	$293,996.30	N/A	$29,999.73	N/A	$323,996.03
2009-2010	25,988	$287,167.40	7,580	$66,127.58	33,568	$353,294.98
2010-2011	25,088	$277,850.30	6,814	$62,961.01	31,902	$340,811.31
2011-2012	22,571	$249,409.55	6,805	$76,556.25	29,376	$325,965.80
2012-2013	22,851	$262,786.50	7,285	$83,777.50	30,136	$346,564.00
2013-2014	24,209	$278,403.50	6,844	$78,706.00	31,053	$357,109.50
2014-2015	N/A	N/A	N/A	N/A	N/A	N/A
	147,313	$1,649,613.55	35,328	$398,128.07	156,035	$2,047,741.62

The PSAT National Merit Scholarship Qualifying Test (NMSQT) provides a baseline for analyzing student progress and serving as an early indicator of student potential. It is a valuable tool for educators, students, and parents. Appropriate use of the data at the local level can help improve instruction, identify students who need to get back on track for college and career readiness, expand access to challenging course work through Advanced Placement (AP) potential, and ensure more successful transitions to college. By examination of PSAT test scores, the College Board identifies students they believe would be successful in AP course offerings and then can partner with parents, teachers and administrators to ensure students take advantage of rigorous classes that can lead to college credit and significant savings for college course work.

10. On a percentage basis, is the growth in the transportation grant greater than the growth in the State School Fund? (Senator Monroe)

RESPONSE: The table below shows – for 1992-93 through 2013-14 – total formula revenue (State School Fund + Local Revenue), transportation grant funding, transportation grant funding as a percentage of total formula revenue, the annual growth in formula revenue, and the annual growth in transportation grant funding. These percentages are statewide averages.

Transportation Grants as a Percent of Total Formula Revenue and Comparision of Growth in Formula Revenue vs. Transportation Grants							
$s in Millions							
Year	State School Fund	Local Revenue	Total Formula Revenue*	Transpor-tation Grant	Transp. Grant as % of Total Formula Revenue	Growth in Formula Revenue	Growth in Transp. Grant
1992-93	$1,100	$1,490	$2,590	$75	2.89%	-	-
1993-94	$1,132	$1,343	$2,475	$79	3.20%	-4.44%	5.61%
1994-95	$1,427	$1,178	$2,605	$81	3.12%	5.25%	2.83%
1995-96	$1,750	$902	$2,652	$86	3.23%	1.80%	5.12%
1996-97	$1,760	$956	$2,716	$88	3.25%	2.41%	3.18%
1997-98	$2,075	$871	$2,946	$98	3.33%	8.47%	11.04%
1998-99	$2,252	$884	$3,136	$106	3.37%	6.45%	7.67%
1999-00	$2,354	$939	$3,293	$112	3.41%	5.01%	6.38%
2000-01	$2,440	$994	$3,434	$118	3.44%	4.28%	5.33%
2001-02	$2,429	$1,040	$3,469	$125	3.61%	1.02%	6.01%
2002-03	$2,381	$1,064	$3,445	$130	3.77%	-0.69%	3.73%
2003-04	$2,590	$1,134	$3,724	$134	3.60%	8.10%	3.11%
2004-05	$2,326	$1,201	$3,527	$139	3.94%	-5.29%	3.64%
2005-06	$2,567	$1,283	$3,850	$152	3.96%	9.16%	9.71%
2006-07	$2,739	$1,338	$4,077	$156	3.83%	5.90%	2.48%
2007-08	$2,918	$1,422	$4,340	$169	3.88%	6.45%	7.91%
2008-09	$2,796	$1,447	$4,243	$171	4.04%	-2.24%	1.72%
2009-10	$2,780	$1,514	$4,294	$174	4.05%	1.21%	1.50%
2010-11	$2,630	$1,551	$4,181	$180	4.31%	-2.63%	3.48%
2011-12	$2,867	$1,554	$4,421	$185	4.18%	5.74%	2.69%
2012-13	$2,845	$1,582	$4,427	$187	4.23%	0.14%	1.33%
2013-14	$3,210	$1,617	$4,827	$191	3.96%	9.04%	1.98%
Average Annual Percent Change			3.01%	4.56%			
* Excludes Federal Stimulus payments in 2008-09 through 2010-11							

Oregon Department of Education
Office of School Finance
2013-15 Facility Grants

Facility Grant Amount available:	$20,000,000
2013-15 Total Application $ Allowed:	$150,903,639
Rate of reimbursement:	8.0000000%

Total amount of grant funding per ORS 327.008
March 10, 2015

		Dist_ID	Dist_Nm	Inst_ID	School_Nm	Pending	Approved	Total $ submitted	Total $ allowed	Type of Structure	Total Sq. Ft.	Cost/Sq.Ft.	Preliminary $ Paid (Yr. 1)	Allowed $ Paid (Yr. 2)	Initial % Paid	Combined Payment	% Paid (Yr. 1)
2013-14	1	1894	Baker SD	4	Haine Elementary School		*	$93,886	$93,886	Pre-Manufactured Structure	1,792	$52	$4,694	$2,817	5.0000%	$7,511	8.00%
	2	1928	Oregon City	115	Gardiner Middle School		*	$1,877,907	$1,877,907	Pre-Manufactured Structure	8,192	$229	$93,895	$56,337	5.0000%	$150,232	8.00%
	3	1928	Oregon City	116	Ogden Middle School		*	$1,288,048	$1,288,048	Pre-Manufactured Structure	6,678	$193	$64,402	$38,641	5.0000%	$103,043	8.00%
	4	1934	Jewell SD	149	Jewel High School		*	$173,191	$173,191	New Building on existing campu	7,000	$25	$8,660	$5,196	5.0000%	$13,856	8.00%
	5	2055	Three Rivers SD	450	Madrona Elementary		*	$43,459	$43,459	Remodeled or converted structu	1,080	$40	$2,173	$1,304	5.0000%	$3,477	8.00%
	6	2057	Klamath County SD	477	Peterson Elementary - Gymnasium		*	$835,588	$835,588	New Building on existing campu	6,517	$128	$41,779	$25,068	5.0000%	$66,847	8.00%
	7	2097	Lincoln County SD	630	Waldport High School		*	$18,162,641	$18,162,641	New school building	55,694	$326	$908,132	$544,879	5.0000%	$1,453,011	8.00%
	8	2142	Salem-Keizer Public Scho	4596	Roberts Middle School		*	$221,924	$221,924	Remodeled or converted structu	3,056	$73	$11,096	$6,658	5.0000%	$17,754	8.00%
	9	2181	Parkrose SD	926	Russell Academy		*	$1,194,000	$1,194,000	Addition to existing building	5,081	$235	$59,700	$35,820	5.0000%	$95,520	8.00%
	10	2181	Parkrose SD	927	Sacramento Elementary School		*	$985,532	$985,532	Addition to existing building	4,356	$226	$49,277	$29,566	5.0000%	$78,843	8.00%
	11	2181	Parkrose SD	928	Shaver Elementary School		*	$1,436,100	$1,436,100	Addition to existing building	5,039	$285	$71,805	$43,083	5.0000%	$114,888	8.00%
	12	2201	Helix SD	3364	Griswold High School		*	$1,708,959	$1,708,959	Remodeled or converted structu	4,605	$371	$85,448	$51,269	5.0000%	$136,717	8.00%
	13	2214	North Powder SD 8j	3365	North Powder Charter School		*	$1,007,600	$1,007,600	0	8,516	$118	$50,380	$30,228	5.0000%	$80,608	8.00%
	14	2241	Forest Grove SD	1134	Forest Grove High School		*	$21,940,169	$21,940,169	Addition to existing building	89,817	$244	$1,097,008	$658,205	5.0000%	$1,755,213	8.00%
	15	2254	Newberg School District 2	1222	Springbrook Education Center		*	$3,515,134	$3,515,134	New school building	14,100	$249	$175,757	$105,454	5.0000%	$281,211	8.00%
								$54,484,138	$54,484,138		221,523	$186	$2,724,207	$1,634,525		$4,358,732	
2014-15	1	1894	Baker SD 5J	2	Brooklyn Elementary School		*	$375,729	$375,729	Pre-manufactured structure	5,400	$70	$0	$30,058	0.00%	$30,058	8.00%
	2	1968	Myrtle Point SD 41	214	Myrtle Point Jr and Sr High		*	$347,102	$347,102	Remodeled or converted structu	0	#DIV/0!	$0	$27,768	0.00%	$27,768	8.00%
	3	1974	Brookings-Harbor SD 17C	237	OPTIONS		*	$155,876	$155,876	New building on an existing can	2,048	$76	$0	$12,470	0.00%	$12,470	8.00%
	4	1976	Bend-LaPine Administrativ	1266	Three Rivers		*	$345,419	$345,419	Remodeled or converted structu	1,218	$284	$0	$27,634	0.00%	$27,634	8.00%
	5	1976	Bend-LaPine Administrativ	250	Buckingham Elementary		*	$273,628	$273,628	Addition to existing building	5,976	$46	$0	$21,890	0.00%	$21,890	8.00%
	6	1976	Bend-LaPine Administrativ	252	Mountain View High		*	$266,828	$266,828	Addition to existing building	42,574	$6	$0	$21,346	0.00%	$21,346	8.00%
	7	1976	Bend-LaPine Administrativ	3216	Summit High		*	$934,244	$934,244	Addition to existing building	2,576	$363	$0	$74,740	0.00%	$74,740	8.00%
	8	1991	Douglas County SD 4	269	Eastwood Elementary School		*	$120,145	$120,145	Pre-manufactured structure	1,770	$68	$0	$9,612	0.00%	$9,612	8.00%
	9	2043	Eagle Point SD 9	393	Shady Cove School		*	$186,301	$186,301	Pre-manufactured structure	1,792	$104	$0	$14,904	0.00%	$14,904	8.00%
	10	2043	Eagle Point SD 9	394	Table Rock Elementary		*	$202,687	$202,687	Remodeled or converted structu	2,564	$79	$0	$16,215	0.00%	$16,215	8.00%
	11	2053	Jefferson County SD 509J	432	Warm Springs K-8 School		*	$10,137,043	$10,137,043	New school building	80,000	$127	$0	$810,963	0.00%	$810,963	8.00%
	12	2053	Jefferson County SD 509J	434	Madras High School		*	$10,230,061	$10,230,061	New building on an existing can	23,492	$435	$0	$818,405	0.00%	$818,405	8.00%
	13	2056	Klamath Falls City Schools	463	Ponderosa Middle School		*	$566,703	$566,703	Addition to existing building	3,700	$153	$0	$45,336	0.00%	$45,336	8.00%
	14	2057	Klamath County SD	205	Klamath County School District		*	$74,343	$74,343	Remodeled or converted structu	2,200	$34	$0	$5,947	0.00%	$5,947	8.00%
	15	2092	Lowell SD 71	598	Lundy Elementary School		*	$393,049	$393,049	Remodeled or converted structu	6,090	$65	$0	$31,444	0.00%	$31,444	8.00%
	16	2097	Lincoln County SD	630	Newport High School		*	$301,669	$301,669	Addition to existing building	1,514	$199	$0	$24,134	0.00%	$24,134	8.00%
	17	2102	Sweet Home SD 55	664	Holley Elementary School		*	$22,137	$22,137	Pre-manufactured structure	900	$25	$0	$1,771	0.00%	$1,771	8.00%
	18	2137	Gervais SD 1	776	Gervais Elementary School		*	$1,243,476	$1,243,476	New school building	12,224	$102	$0	$99,478	0.00%	$99,478	8.00%
	19	2137	Gervais SD 1	786	Gervais Middle School		*	$1,120,359	$1,120,359	New school building	12,224	$92	$0	$89,629	0.00%	$89,629	8.00%
	20	2143	North Santiam SD 29J	717	Sublimity School K-8		*	$737,449	$737,449	Addition to existing building	2,646	$279	$0	$58,996	0.00%	$58,996	8.00%
	21	2143	North Santiam SD 29J	788	Stayon Elementary School		*	$1,746,481	$1,746,481	Addition to existing building	7,119	$245	$0	$139,718	0.00%	$139,718	8.00%
	22	2143	North Santiam SD 29J	809	Stayton High School		*	$2,563,794	$2,563,794	Addition to existing building	8,307	$309	$0	$205,104	0.00%	$205,104	8.00%
	23	2145	Mt Angel SD 91	792	Mt. Angel Middle School		*	$1,380,069	$1,380,069	Remodeled or converted structu	0	#DIV/0!	$0	$110,406	0.00%	$110,406	8.00%
	24	2180	Portland SD 1J	847	Faubian PreK-8		*	$620,000	$620,000	Pre-manufactured structure	3,584	$173	$0	$49,600	0.00%	$49,600	8.00%
	25	2181	Parkrose SD 3	930	Parkrose Middle School		*	$37,810,001	$37,810,001	New building on an existing can	140,000	$270	$0	$3,024,800	0.00%	$3,024,800	8.00%
	26	2182	Reynolds SD 7	945	Fairview Elementary School		*	$152,645	$152,645	Remodeled or converted structu	3,724	$41	$0	$12,212	0.00%	$12,212	8.00%
	27	2187	David Douglas SD 40	3525	Earl Boyles Elementary School		*	$6,110,557	$6,110,557	Addition to existing building	14,871	$411	$0	$488,845	0.00%	$488,845	8.00%
	28	2187	David Douglas SD 40	974	Gilbert Park Elementary School		*	$487,717	$487,717	Addition to existing building	2,144	$227	$0	$39,017	0.00%	$39,017	8.00%

Facility Grant Amount available:				**$20,000,000**					
2013-15 Total Application $ Allowed:				$150,903,639					
Rate of reimbursement:				8.0000000%					

st_ID	School_Nm	Pending	Approved	Total $ submitted	Total $ allowed	Type of Structure	Total Sq. Ft.	Cost/Sq.Ft.	Preliminary $ Paid (Yr. 1)	Allowed $ Paid (Yr. 2)	Initial % Paid	Combined Payment	% Paid (Yr. 1)
083	David Douglas High School		*	$4,781,151	$4,781,151	New building on an existing cam	15,282	$313	$0	$382,492	0.00%	$382,492	8.00%
201	Helix School		*	$2,177,485	$2,177,485	New building on an existing cam	11,624	$187	$0	$174,199	0.00%	$174,199	8.00%
034	Highland Hills Elementary		*	$214,194	$214,194	Pre-manufactured structure	1,674	$128	$0	$17,136	0.00%	$17,136	8.00%
036	Rocky Heights Elementary		*	$387,372	$387,372	Pre-manufactured structure	3,348	$116	$0	$30,990	0.00%	$30,990	8.00%
426	Desert View Elementary		*	$582,722	$582,722	Pre-manufactured structure	5,022	$116	$0	$46,618	0.00%	$46,618	8.00%
087	Joseph Charter School		*	$1,239,892	$1,239,892	Addition to existing building	2,826	$0	$0	$99,191	0.00%	$99,191	8.00%
123	Banks Middle School		*	$7,290,596	$7,290,596	New school building	27,815	$262	$0	$583,248	0.00%	$583,248	8.00%
093	Chenowith Elementary School		*	$419,039	$419,039	Pre-manufactured structure	3,584	$117	$0	$33,523	0.00%	$33,523	8.00%
098	Dry Hollow Elementary School		*	$421,539	$421,539	Pre-manufactured structure	3,584	$118	$0	$33,723	0.00%	$33,723	8.00%
0	0		*	$0	$0 0		0	#DIV/0!	$0	$0	#DIV/0!	$0	#DIV/0!
0	0		*	$0	$0 0		0	#DIV/0!	$0	$0	#DIV/0!	$0	#DIV/0!
0	0		*	$0	$0 0		0	#DIV/0!	$0	$0	#DIV/0!	$0	#DIV/0!
0	0		*	$0	$0 0		0	#DIV/0!	$0	$0	#DIV/0!	$0	#DIV/0!
				$96,419,502	$96,419,502		465,416	#DIV/0!	$0	$7,713,562		$7,713,562	
				$54,484,138					$2,724,207	$1,634,525		$4,358,732	8.00%
				$96,419,502					$0	$7,713,562		$7,713,562	8.00%
				$150,903,640					$2,724,207	$9,348,087		$12,072,294	8.00%

HB 3233 - STRATEGIC INVESTMENTS WITHIN THE NETWORK FOR QUALITY TEACHING AND LEARNING

HB 3233 did not contain a legislative reporting requirement for January 1, 2015. The next section of the report provides a status update about many of the initiatives implemented under HB 3233 with additional reporting information in the appendix.

OREGON MENTORING PROGRAM

The Beginning Teacher and Administrator Mentoring Program was established in Oregon through the passage of the 2007 Legislature's HB 2574 and then was expanded in the 2013 legislative session with HB 3233 The Network for Quality Teaching and Learning. A priority of Oregon's educational system is to recruit and retain teachers and administrators of the highest quality. The Oregon Mentoring Grant is designed to support activities related to an evidence-based mentoring program for beginning teachers and administrators. Individual school districts and various consortia of school districts and ESD's are funded each year to establish and support the mentoring of beginning teachers and beginning administrators.

The goals of the Oregon Mentoring Program are to:
1. Increase student learning and growth
2. Improve instructional practices
3. Increase retention of beginning teachers and administrators

For Oregon to achieve 40/40/20, we must invest in our educators by:
- Preparing and supporting new and existing educators with evidence based resources;
- Providing opportunities for professional collaboration and leadership development;
- Assisting local school districts in developing professional development plans to meet school improvement objectives; and
- Determining the effectiveness of professional development.

Mentoring Program Impact (video included on this link)
The following table shows the impact of the Mentoring Program over the past three years. As this table shows, during the 2013-2014 year there was a nearly 50% increase in the number of students, teachers, and administrators impacted; as a result of the increase in funding for mentoring within HB 3233.

	2011-2012	2012-2013	2013-2014
# of students impacted	34,956	36,559	71,096
# of beg teachers impacted	326	407	993
# of beg admin impacted	57	50	103

Oregon Mentoring Program Findings

"Teaching is a LOT more difficult than I anticipated. My mentor's support absolutely helped me to feel valuable in what I am doing and that I am not alone in the difficulties I was facing. Her support definitely helped me to feel validated in my efforts and helped me to see that my students are learning and that I am making a significant difference in their lives. I will be forever grateful for this!" Beginning Teacher, 2014

Goal 1: Increase student learning and growth
An analysis of student achievement scores was conducted for four school districts that had participated in the mentoring program since 2008. Each of the four districts was compared to similar districts that did not participate in the ODE mentoring program during the same years. The comparison districts were chosen using the comparison index developed at ODE for the annual report cards. The analysis included an examination of the average RIT scores in four subjects: Math, Reading & Literature, Science, and Writing in grades 3-8 and 11, across six years.
The results showed an advantage for students in some classrooms with mentored teachers. For example, in the Lincoln County School District, 7th grade Reading and Literature RIT average scores were consistently higher (across the six years) for students in mentored teachers' classrooms compared to other students in other classrooms in the same district (including veteran teachers), and they were higher than average scores the comparison district. See appendix for Lincoln County SD 7th grade chart. We would expect that students in classrooms with first and second year teachers would have <u>lower</u> average RIT scores. However, the results showed these students' average scores exceeded the scores of both comparison groups (within district and other district) suggesting the influence of the mentoring program.
Further results across the six years showed that average RIT scores for students in classrooms with mentored teachers were <u>equal to or above</u> the average scores within the district and in the comparison districts in the 7th and 8th grades in the Salem-Keizer, Hillsboro, and West Linn Wilsonville School Districts. This suggests that the mentoring program may be having an influence on student test scores in the upper middle school grades.
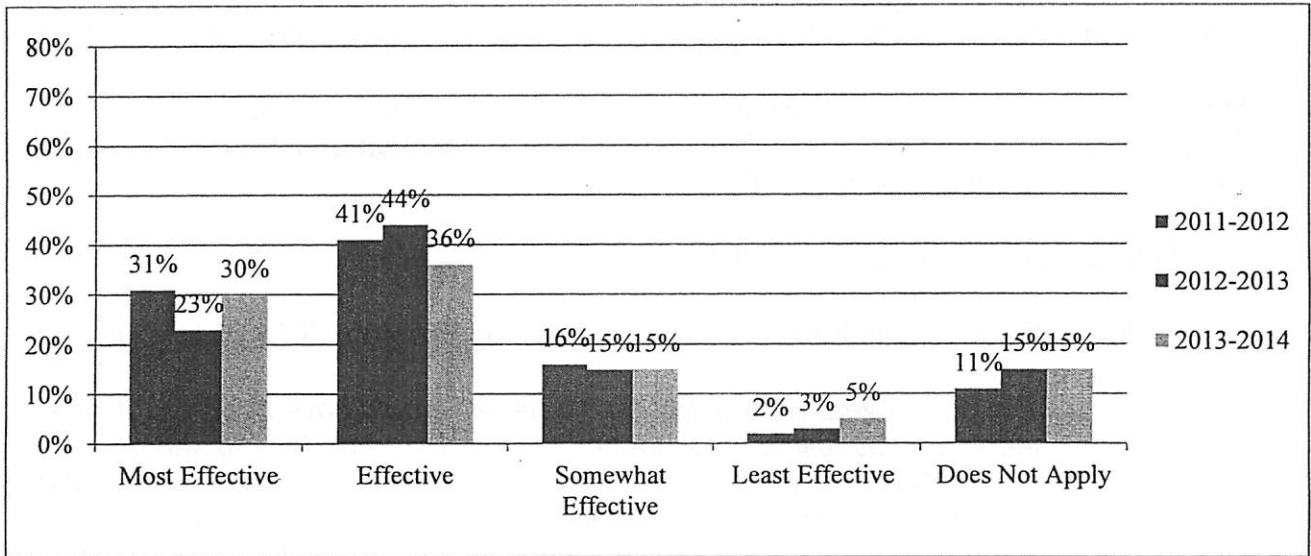Goal 2: Improve instructional practices
As a part of the evaluation of the effectiveness of the Oregon Mentoring Program, beginning teachers, beginning administrators, mentors and site administrators are required to complete surveys in the spring of each year.
Beginning teachers were asked several questions about instructional practices in the spring surveys. Instructional practices are critical to being an effective teacher since they are the connecting link between teacher and student and require thoughtful planning to reach the diversity of students in their classrooms.
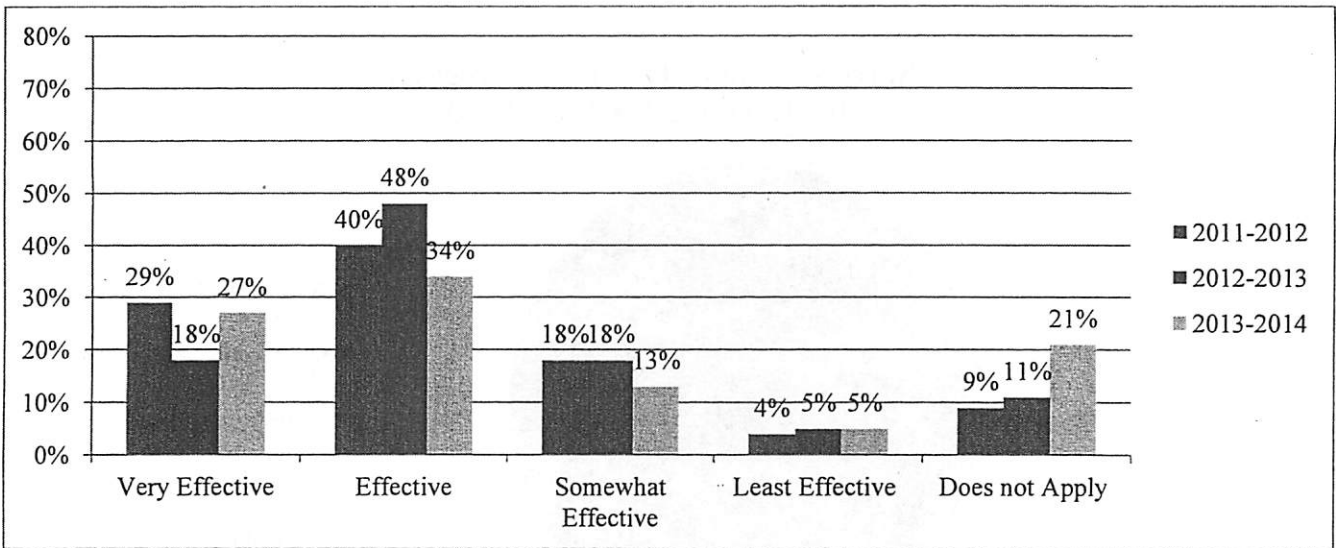The results below provide examples of two areas beginning teachers were asked to respond to about instructional practices. The two charts show three years of responses from the beginning teacher surveys. The number of beginning teachers that completed the surveys in each year were as follows: 2011-2012: (N=323); 2012-2013: (N=347); 2013-2014: (N=737).

Beginning Teacher Survey (2011-2014): While working with your current mentor how effective were the following in furthering your professional growth as a teacher? Planning for differentiated instruction:

Bar chart showing responses for Planning for differentiated instruction:
- Most Effective: 2011-2012: 31%, 2012-2013: 23%, 2013-2014: 30%
- Effective: 2011-2012: 41%, 2012-2013: 44%, 2013-2014: 36%
- Somewhat Effective: 2011-2012: 16%, 2012-2013: 15%, 2013-2014: 15%
- Least Effective: 2011-2012: 2%, 2012-2013: 3%, 2013-2014: 5%
- Does Not Apply: 2011-2012: 11%, 2012-2013: 15%, 2013-2014: 15%

*2011-2012: (N=323); 2012-2013: (N=347); 2013-2014: (N=737)

Beginning Teacher Survey (2011-2014): How effective was the time spent with your mentor enhancing your skills in collection and analysis of student data?

Bar chart showing responses for collection and analysis of student data:
- Very Effective: 2011-2012: 29%, 2012-2013: 18%, 2013-2014: 27%
- Effective: 2011-2012: 40%, 2012-2013: 48%, 2013-2014: 34%
- Somewhat Effective: 2011-2012: 18%, 2012-2013: 18%, 2013-2014: 13%
- Least Effective: 2011-2012: 4%, 2012-2013: 5%, 2013-2014: 5%
- Does not Apply: 2011-2012: 9%, 2012-2013: 11%, 2013-2014: 21%

*2011-2012: (N=323); 2012-2013: (N=347); 2013-2014: (N=737)

Goal 3: Increase retention of beginning teachers and administrators
Currently, Oregon does not require school districts to report information about teachers and administrators that leave their districts each year. However, when surveyed 64%

(2013) and 59% (2014) of the beginning teachers said having a mentor positively influenced their decision to stay in teaching.

In the 2013 and 2014 surveys, beginning teachers and mentors both agreed that having non-evaluative and emotional support (from mentors) was valuable for beginning teachers in this critical beginning stage of their careers. One beginning teacher in 2013 stated *"Many strong beginning teachers would struggle to survive without the mentor program."*

"My mentor made all the overwhelming part of the first two years of teaching manageable. She gave me the confidence and tools to succeed and therefore to want to continue in my current position." Beginning Teacher, 2014.

Overall Impact Focused on 2013-2014

This section includes results from the Oregon Mentoring Program 2014 spring surveys.

"I would have survived the year without her but I believe I would have been full of self-doubt and wondering if I was failing my students. My mentor helped me to see my strengths (I have had MANY successes and saw amazing student growth) so that I did not focus and dwell on the frustrations. I hold high expectations for myself so it was good for me to hear an objective view on how I was doing on a weekly basis!" Beginning Teacher, 2014

Beginning teachers were asked how much *success as a beginning teacher they would attribute to the mentor program*. The figure below shows that 85% (625) attributed some, quite a bit, or a great deal to the mentor program.

Success Attributed to Mentor Program by Beginning Teachers (2014)

4% (31)

43% (318)

- ■ A great deal
- ■ Quite a bit
- ▨ Some
- ■ Hardly any
- ▨ None at all

N=737
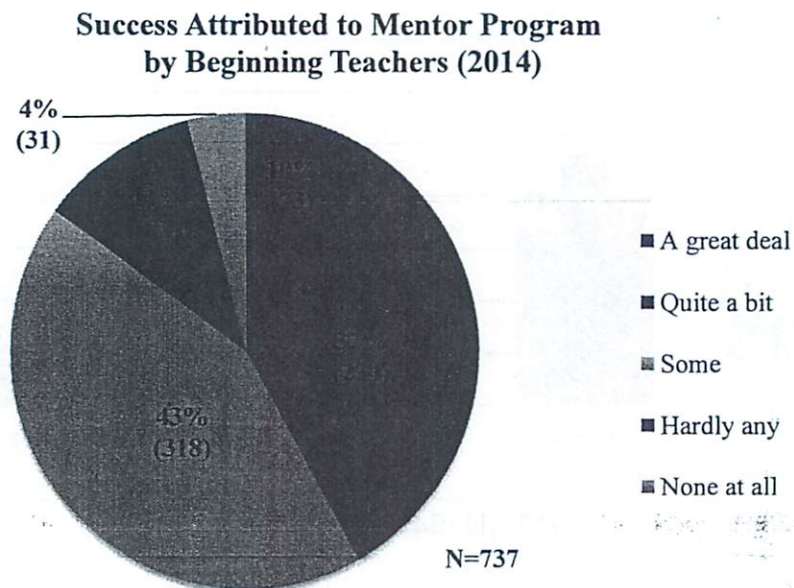
Beginning teachers (2014) were asked about five *overall ways their mentor helped them,* as shown in the table below. The teachers were able to check all areas that were

applicable. As this table shows, the vast majority indicated that the program increased the effectiveness of their teaching, and three-quarters indicated that the program impacted students' learning. Further, this table shows that collaboration and communication were also impacted.

Beginning Teachers 2014: Overall Mentor Help	Percentage (f)
Increase the effectiveness of my teaching	87% (637)
Impact my students' learning	76% (560)
Work collaboratively with other teachers at my school	52% (379)
Communicate effectively with parents	42% (308)
Other ways	11% (84)

Beginning teachers were given the option of listing other areas their mentor helped them with. Coping with *emotional stress* and *help with curriculum and resources* were common responses. Narrative examples below provide repeated and significant examples of how mentors help beginning teachers adjust to their new career path.

"All mentors should have many years of experience, like mine, so they can assist on a variety of needs." – Beginning Teacher, 2014

"She really helped me understand how students' lives outside of my room affect their performance inside my room." – Beginning Teacher, 2014

"She helped me navigate the intense political issues at this school district. I would not have finished the year without her support." – Beginning Teacher, 2014

Beginning Administrators

When **beginning administrators** were asked to *describe the most significant administrative skill they learned through the mentoring program,* the common responses were: effective communication strategies for dealing with both staff and parents; problem solving techniques; appropriate leadership skills; and thoughtful responsive approaches. They also mentioned that having a mentor assisted them in learning to be good listeners in order to hear various perspectives. The following comments are examples:

"There is not just one thing. This is all very new and every situation presents a new learning opportunity." – Beginning Administrator, 2014

"Developing honest and effective feedback to staff around instruction." – Beginning Administrator, 2014

"I have had many conversations with my mentor about prioritizing the many tasks that come across my desk. She has helped me to be able to identify the most immediate needs and those things that I can rely on my office staff or teachers to take on." – Beginning Administrator, 2014

"The most significant administrative skills that I have learned through this program is how to deal with situations using leadership skills, not emotion." – Beginning Administrator, 2014

Beginning Teacher and Beginning Administrator Mentors

The **beginning teacher mentors (BTM)** and **beginning administrator mentors (BAM)** were asked about their agreement with the following statements about their training and skill development. As the table below shows, both BTMs and BAMs overwhelmingly agreed or strongly agreed that the mentoring program assisted them in developing their mentoring skills and that the training was sufficient. Further, high percentages agreed/strongly agreed that networking as well as ongoing training helped them become effective mentors.

Mentor Training and Skill Development (2014)	Strongly Agree/Agree	
	BTM (N=254)	BAM (N=38)
Overall the mentoring program assisted me in developing my mentoring skills	97% (247)	97% (37)
Initial training was sufficient to get me started	90% (229)	97% (37)
Networking with other mentors has been instrumental in helping me be more effective mentor	89% (226)	84% (32)
On-going training through mentor professional development has helped me be effective in my job	87% (220)	76% (29)

COLLABORATION GRANTS

District Collaboration Grants (DCG) had their origins with the Chalkboard Project. As part of Oregon Legislation, (HB3233), the DCG became a competitive Strategic Initiative. ODE is in its third round of offering RFPs for Design and Implementation. These grants are scored with a Rubric developed in partnership with Chalkboard. Grants are read by outside education personnel, including past grant recipients and university personnel familiar with the process."

Through a shared decision-making process, that ensures equity of voice between all levels of the organization, District Collaboration Grant districts work to design and implement initiatives focused on meaningful evaluations, aligned professional learning, new career pathways and alternate compensation models. These reforms, when integrated have proven to raise student achievement, close achievement gaps, elevate the teaching profession and distribute leadership. As a result of the process a district's

culture moves beyond one of "buy-in" towards one of shared leadership, ownership and accountability.

The design principles focus on elevating the values and beliefs that are shared between educators throughout the organization. As soon as this work gets started the foundation for reform has begun. All participating districts report that this initial work elevates relationships to the next level. For some districts it is the first step towards building trust between stakeholders while for others it deepens and affirms the reliance on everyone's voice to design and implement reforms within their local context. Results from the 2014 Oregon TELL survey revealed that teachers in districts participating in CLASS and CLASS-like work conducted through the Chalkboard Project and School District Collaboration Fund had significantly more positive views on school leadership, professional development, and teacher voice than in districts not participating in CLASS or CLASS-like work.

In the Hood River County School District after the first design team meeting where participants worked through a process of uncovering shared values and beliefs, the Hood River Teachers' Association Vice President said, "We feel different already". It was the first time the district had come together as administrators, teachers, and district office staff to discuss what they believe and value about educator effectiveness, student achievement, compensation, hiring and retention practices, and so much more. Realizing that they held shared values and beliefs made it safe to begin the work of improvement because they knew these beliefs would become the foundation of their process.

Once a district builds a blueprint that outlines how they are going to bridge the self-identified gaps between current practice and best practice, they begin to implement the innovations at a manageable scale with ongoing communication and monitoring of their progress. This work looks and sounds different in each district. In Sherwood when a team of sixth grade math teachers got together to evaluate the roll out of a new curriculum, the ownership of the process was evident in the way they were talking. One teacher said, "When we chose to adopt this curriculum, we thought..." Another added, "Our decision to implement the way we did caused..." This is just one of many examples of how the culture shift begins to sustain in a district. Gone from their PLC, staff or leadership meetings, is the sense of "us vs. them", it is replaced by "What will we do?"

During their time involved, the Springfield School District developed a Teacher Leader Cadre (TLC) that is still in place. Any teacher wanting to be a part of the TLC has to commit to an on-going, rigorous, yet supportive process of acceptance. This process involves a collection of evidence around effectiveness, peer recommendations and observations that allows teachers access to leadership roles within Springfield. It also allows them to have an elevated voice in the decision making process of the district. TLC members are invited to meet once a month with the district superintendent to talk about the direction of the Springfield School District. The TLC model is being adapted in other SDCF districts and as one Springfield teacher put it, "Sure the TLC process gives

me access to more professional opportunities, but it also supports me in being the best teacher that I can be".

Klamath Falls City School District is confident in their decision to ask the hard questions about their current compensation system because they want their system to align to their values and beliefs. They believe that the most important factor for a student's success is the quality of the teacher in the classroom. They are working to develop a model that fairly compensates a teacher based on their effectiveness. The SDCF has also supported the Klamath Falls City School District in their other goal of attracting and retaining quality educators. This is evidence by the brand new teacher who is actively engaged in this work when she said, "I want to get to the upper end of the salary schedule as quickly as I can and believe that it should be based on how effective I am at my job".

An integral part of SDCF work is the implementation of SB290 in a way that creates a supportive model of professional development for both the teacher and administrator. A part of this work was in providing three series of five-day trainings in Observation and Calibration (O&C) for principals and teachers. By inviting teachers to attend trainings designed for principals to become better observers, SDCF districts demonstrated their commitment to a shared model of leadership built on transparency and mutual trust. For example in Silver Falls many teachers from across the district attended an O&C training alongside their administrators.

When a SDCF grant comes to an end, what is left in the districts are locally designed promising practices that have been given the space and time needed to take root in the district. Additionally, the organization has an increased capacity, the knowhow and trust to engage in a process of shared leadership when making decisions about how best to support students, and strategies to implement new mandates. Before they began their SDCF work, leaders in David Douglas adopted a new elementary curriculum that was very different from the previously adopted one. The first year was extremely challenging and the teachers felt defeated. Because of the SDCF shifts in the tenor of the district's culture and communication, teachers were able to approach administration with their concerns. Administration responded by engaging in a shared redesign that enabled teachers, principals and district administration to all be a part of the solution. Today educators from David Douglas can be heard talking to colleagues across the state, as they were at the statewide PLT meetings, saying, "If there is a silver bullet in education it might just be shared leadership".

CLASS/TIF/252/SDCF,Districts,OAKS,Meets/Exceeds, Performance*
Compared,to,the,Rest,of,State,Average,(ROS)

All Grades		
	Reading	Math
Group 1–Post Implementation. No longer funded. (Sherwood, Tillamook)	2013-14 Meet/Exceed Rate *Relative to ROS*	2013-14 Meet/Exceed Rate *Relative to ROS*

	2013-14 Meet/Exceed Rate Relative to ROS	2013-14 Meet/Exceed Rate Relative to ROS
All #tudents	9.4%	12.8%
Economically disadvantaged Not	4.7%	10.1%
economically disadvantaged	3.6%	5.5%
American #ndian/AlaskaNative Black	9.1%	9.7%
	29.8%	23.0%
Hispanic	2.8%	8.8%
Limited English Proficiency	0.6%	4.7%

Group 2-TIF Yr. 4 Implementation (Bend, Crook County, Redmond, Salem, Albany) (SDCF/252: Completed: Sisters, Vernonia)	2013-14 Meet/Exceed Rate Relative to ROS	2013-14 Meet/Exceed Rate Relative to ROS
All students	-0.9%	1.3%
Economically disadvantaged Not	0.7%	9.9%
economically disadvantaged	2.1%	1.8%
American Indian/AlaskaNative Black	7.1%	7.4%
	12.8%	10.6%
Hispanic	-0.7%	5.4%
Limited English Proficiency	1.0%	3.3%

Group 3-SDCF Yr. 3 Implementation (Ashland, South Lane)	2013-14 Meet/Exceed Rate Relative to ROS	2013-14 Meet/Exceed Rate Relative to ROS
All students	8.7%	6.6%
Economically disadvantaged Not	14.0%	9.9%
economically disadvantaged	3.1%	2.6%
American Indian/AlaskaNative Black	20.2%	0.3%
	19.5%	25.8%
Hispanic	11.7%	7.5%
Limited English Proficiency	6.2%	9.4%

Group 4-SDCF Yr. 2 Implementation (Bethel, Corvallis, D. Douglas)	2013-14 Meet/Exceed Rate Relative to ROS	2013-14 Meet/Exceed Rate Relative to ROS
All students	-0.5%	0.6%
Economically disadvantaged Not	2.5%	4.1%
economically disadvantaged	1.5%	2.6%
American Indian/AlaskaNative Black	6.6%	2.2%
	-1.9%	0.8%
Hispanic	4.1%	4.5%
Limited English Proficiency	2.3%	3.9%

Group 5-SDCF Yr. 1 Implementation (N. Santiam, Hood River, Klamath County, Klamath Falls City, Silver Falls, Phoenix Talent)	2013-14 Meet/Exceed Rate Relative to ROS	2013-14 Meet/Exceed Rate Relative to ROS
All students	-1.6%	-2.1%
Economically disadvantaged Not	1.5%	1.0%
economically disadvantaged	-0.9%	-1.0%
American Indian/AlaskaNative Black	-7.5%	-8.0%
	8.5%	8.0%
Hispanic	2.9%	2.9%
Limited English Proficiency	2.4%	2.1%

Group 6–SDCF DESIGN/BASELINE YR. (Eagle Point, Philomath, Rainier, Central, Medford, Rogue River, Dayton, Perrydale, Sheridan, St. Paul, Mt Angel)	2013-14 Meet/Exceed Rate Relative to ROS	2013-14 Meet/Exceed Rate Relative to ROS
All students	-3.4%	-7.5%
Economically disadvantaged Not	0.6%	-3.0%
economically disadvantaged	-3.0%	-7.1%
American Indian/AlaskaNative Black	-5.1%	-1.1%
	9.1%	-0.4%
Hispanic	0.7%	-2.8%
Limited English Proficiency	-0.2%	-3.5%

SUPPORT FOR SMALL/RURAL DISTRICTS

The Support to Small/Rural District designations of districts was developed as a tiered system based on the federal government's definitions of rural areas. It is a three tiered system based on the assumption that due to Oregon's large size geographically, a district's distance to major population centers, distance from other districts, and ability to access efficient travel methods impacts the costs of professional development. This is the reasoning for a three tiered system. In addition, districts were placed into one of three categories of size, ranging from those districts with one student (Oregon has over 25 rural schools with less than 100 students) to those with 2,200. This model was presented to the Oregon Small Schools Association for feedback.

There are 127 school districts designated as Small/Rural and these districts were provided a total of over $680,000 in addition to the Educator Effectiveness/CCSS allocations to support them in implementing these changes the state has adopted. These funds have been primarily spent on providing time to educators to collaborate on implementing the Common Core and/or developing their Student Learning and Growth goals and related assessments. In addition to this, a matching grant between ODE and stakeholder groups provided three rural counties (Lake, Grant, Harney) with $50,000 dollars as a subset of the District Collaboration Grant. To support these two initiatives, ODE personnel have spent time in districts designated and Small/Rural to support implementation of these initiatives.

Specifically, these funds have been leveraged in the following ways:

1. Wallowa, Lake and Harney counties each combined their EE/CCSS and Small/Rural funds to form county wide consortiums. As an example, Lake county's combined total of $46,177 dollars allowed the districts in the county to purchase a part time math and literacy coaches, purchase online tools to support implementation of SB 290 and provide professional development in implementing the common core
2. Grant County used their district allocations for similar purposes as a way to more effectively collaborate, and aligned their activities to the implementation priorities of their district Continuous Improvement Plans (CIPs)
3. Baker School District is forming an implementation alignment team to plan and implement professional learning across the district. First, the team will develop a K–12 curriculum blue print to guide successful implementation of the CCSS, Essential Learning Skills, and Career-Related learning Experiences. The team will also vertically and horizontally align the blue print with district curriculum. Second, the district will isolate program gaps for corrective action and allocate essential resources. Third, the district will map professional development activities with district PLTs and cadres.
4. Harney County is taking the lead to develop a webpage and shares assessments and lessons related to the Common Core
5. Lake County is leveraging these funds in conjunction with Chalkboard to provide in-depth professional development in calibration and observation to support district administrators in the evaluation process

6. La Grande School District is using funds to increase effective math instruction utilizing Common Core Math Standards and shifts in math instruction. Professional development in CCSS math standards, supplementation resources aligned to CCSS Math. The district is developing formative assessments and work samples that align to CCSS.

Additionally, recognizing that small school districts needed additional support to prepare strong, competitive responses to the strategic initiatives RFPs, $285,000 was set aside to distribute directly to ESDs to provide funds to assist Small districts in grant writing.

CLOSING OPPORTUNITY GAPS

Research shows that the best chance to close opportunity and achievement gaps between White students and students of color, or English Learners, is to begin culturally responsive, intentional, age-appropriate pedagogy and practice before kindergarten and increase this as students move through the K-12 system. Collectively, the state of Oregon needs to ensure that more students in the opportunity gap begin kindergarten ready to learn both academically and socially. The state of Oregon is committed to building a seamless system of child development and education from birth through twelfth grade to put students on track for future success in school and in life. All Strategic Investment RFPs and final funding awards determinations were made utilizing the Oregon Equity Lens to reverse the growing disparity in some communities of color.

The primary focus of the Oregon Equity Lens is closing gaps related to race and ethnicity, second language, gender, socio-economics, and students with special needs. Closing the Opportunity Gap grants allocated $5,500,000 to support programs for Dual Language/Bilingual Education ($1,000,000), developing New ELP Standards ($547,000) developing Culturally Responsive Pedagogy and Practices ($1,500,000), and Closing Achievement Gaps for American Indian/Alaskan Native ($850,000) and African-American Students ($600,000). The programs goals are to address the need for equitable access for students of color. With a commitment to explicitly identify disparities in education outcomes, these Strategic Investments targeted areas for action, intervention and investment.

DUAL LANGUAGE/TWO-WAY BILINGUAL GRANT

The Dual Language/Two-Way Bilingual Grant is intended to support Oregon school districts, consortia of school districts or charter schools to design, implement and improve Dual-Language/Two-Way bilingual programs in Oregon. These programs assist students in becoming academically proficient in two languages. The Dual Language/Two-Way Bilingual Grant includes support from the Association of Two-Way & Dual Language Education (ATDLE), acting as the contracted consultant for the grant project. As such, ATDLE plays a critical role in supporting the grantees with planning, implementation and program evaluation activities.

In November 2014, seven districts and one charter school were selected as grant recipients. Collectively, the eight grantees are known as the Dual Language Collaborative. Oregon Department of Education staff and ATDLE have been supporting the Collaborative, and each site within the Collaborative, with (a) professional development on program design, parent involvement and curriculum development and delivery, (b) technical assistance on program implementation, and (c) preliminary research findings related to the grant project. This support is provided via program visitations, technical reports, webinars, email and phone correspondence, and presentations of preliminary findings and grant activities at Collaborative meetings and state conferences.

A key component of Dual Language (DL) programs is family outreach and involvement. Several grantees reach out to families in a variety of ways to ensure that students and their families are informed about the DL program, engaged in the school, and connected to community resources. While all the grantees provide parents/guardians with information about the DL program, others go beyond information-sharing and facilitate community-building among families and between families and the school. For example, a new DL program in Central Point began hosting Community Nights last spring. These included teambuilding and icebreaking games, instruction in Spanish, literacy, math, and second language acquisition (including process, stages, and comprehensible input and engagement), as well as time for questions and answers. Community nights also included childcare, dinner, and games for kindergarten and first grade students taught by high school advanced Spanish students.

A couple of grantees also offered summer programs to help orient students and parents to the DL program and ease students' transition into these programs. In Central Point, a weeklong half day Summer Bridge program, taught by the classroom teachers, was designed to reduce anxiety about entering a new program in a new language. One hundred percent of first graders and approximately 80% of the kindergarten students attended the Summer Bridge program. Students had the ability to learn the campus and the classroom, learn the routines, meet their teacher, complete fun art and science projects, have lunch with their parents/guardians each day, and get a jump start on language acquisition.

Portland Public Schools implemented a 2-day summer camp in August that served as an opportunity for enrolled children and families to become familiar with the school, while simultaneously allowing families a chance to learn about the Vietnamese DL program. Furthermore this camp provided teachers an additional opportunity to test out newly learned immersion strategies and begin building the critical relationships with children and families.

Another grantee, Bear Creek Elementary School in the Bend-LaPine Schools, reaches out to and supports Spanish-speaking families via a Family Access Network (FAN) advocate and a community center called Plaza Communitaria. Bear Creek has a FAN advocate who supports families living in poverty. FAN advocates help families connect to and navigate the often confusing social service system. Because FAN advocates are

knowledgeable about community resources, as well as state and federal programs, they work hand in hand with families to connect them to food, shelter, clothing, heating, school supplies, health services, or whatever the need. FAN's goal is to clear road blocks so that children are able to attend school ready to learn.

Bear Creek also houses Plaza Comunitaria. Plaza Comunitaria is a community center that offers literacy programs and resources in Spanish, as well as English instruction for Spanish-speaking adults and students age 14 and older. Books, videos and on-line study courses for all levels of literacy, from beginning to continuing education are available. The High Desert Education Service District provides these resources for Hispanic adults and families through the Oregon Mexico Education Partnership project, a unique partnership between the State of Oregon, Oregon Department of Education and the Mexican Government.

Lastly, the Newberg school district is capitalizing on a partnership with the preschool offered by the Migrant Education Program to foster a solid foundation for students who enter the DL program at Edwards Elementary School. Students in the preschool are taught by a licensed preschool teacher and native Spanish-speaking assistant. This year, the students have access to the same curriculum for PreK that the DL program at Edwards uses. This early connection will help recruit native Spanish-speaking students into the DL program and prepare them for a successful transition to kindergarten.

Press on grant funded Dual Language programs:
- Portland Public Schools Oregonian article
- Central Point Mail Tribune article
- Nyssa Argus Observer article
- Springfield Register Guard article

CULTURALLY RESPONSIVE PEDAGOGY AND PRACTICES

This grant funded projects in amounts ranging from $78,500-$200,000 to eight programs to create opportunities and support for districts, post-secondary institutions, and community based organizations to partner in efforts to close opportunity gaps through Culturally Responsive Pedagogy and Practices (CRPP). Further, the professional development, mentoring and study of best practices will ensure educators are able to provide culturally responsive, relevant, effective instruction to motivate, engage and support students of color. The agency has embraced Geneva Gay's (2010) definition of culturally responsive teaching as the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them.

Monies from this strategic investment are being used to increase the capacity of culturally responsive teaching and practices. With the increase of culturally linguistic and diverse students, this work is particularly critical for Oregon as one way of increasing the number of culturally responsive teachers and administrators in our schools. Overall, students of color account for 35.9% of the student population. Only

8.5% of the teaching force are teachers of color. While 91.5% of Oregon's teaching force is White compared to with only 64.1% of students. , The most notable disparity in the Hispanic student population where 22% of students are Hispanic compared to only 3.8% of teachers. While race and ethnicity alone are not indicators of whether an educator is culturally responsive, research supports that the background experiences of the current teaching force are limited to White, middle-class values. This is often in stark contrast to the cultural background and experiences that students bring to school.

Key facts that guide the need for culturally responsive pedagogy recognize that as of the 2013-2014 Oregon School Report Card data, the population of students of color in the state is 203,328. The total student population is approximately 567,098; Thirty- five (35)% of the student population is culturally and/or linguistically diverse learners that are in need of continued and sustainable holistic supports. The statistics in the Oregon Report Card also reveal a troubling picture regarding the academic achievement of culturally and/or linguistically diverse learners in Oregon.

Based on data from 2013-2014 calculated over the course of two years, students of color are struggling in performance and graduation rates as measured by the Annual Measurable Objectives or AMO. These measures have been adjusted to reflect the changes in the State report cards. The AMO Targets in reading and math performance for students statewide were 72% and 69% respectively for elementary and middle schools, and 85% and 70% for high schools. The participation target remained at 95%. Table 1 highlights the academic performance of students of color who met or exceeded in English/Language Arts and Math grades K-12 for the 2013-2014 school year as compared to White students.

Table 1	English/Language Arts	Math
Students of Color	59.15%	52.34%
White Students	77.08%	67.76%

Vision and Goals

The Culturally Responsive Pedagogy and Practices Grant supports a vision that addresses the following goals:
- Increase academic achievement, retention, and graduation rates for students of color
- Increase support for applying for and enrolling in post-secondary programs(professional-technical education, 2-year, and 4- year institutions)
- Increase student engagement and participation in curricular and co-curricular activities related to increased academic achievement
- Increase the number of culturally responsive teachers and teaching
- Strengthen the bond and communication between home, school, tribe, and the larger community
- Effectively utilize the local community as an extension of the classroom learning environment

- Implement professional development that is culturally responsive and extends throughout the entire school year
- Closing opportunity gaps for students who are culturally and/or linguistically diverse in Oregon schools

One grant recipient, Eastern Oregon University, has utilized the funds to create an academic course to provide professional development to the next generation of teachers to implement CRPP. The following excerpt illustrates the course content developed:

ED 115: Introduction to Education: Oregon Teacher Pathway (4 credits)
The purpose of this yearlong, pre-collegiate course is to offer high school juniors and seniors the opportunity to explore the field of teaching and investigate educational inequalities. Participants will critically examine topics related to schools and communities at the local, state, and national levels through the analysis of current issues affecting the academic performance of cultural, ethnic, and linguistic minority students. The exploration of multiple perspectives will provide students with the opportunity to study ethnic and cultural diversity in U.S. schools and increase self-awareness regarding the impact of teachers on student success. Further, the course aims to introduce students to the field of teaching and provide them with the foundational information necessary to pursue higher education. Course participants will conduct research, explore current events, and complete a practicum working with elementary students.

Culturally responsive teaching and practices provide the underpinnings of the outcomes and topics related to this course. The course is also aligned with the <u>Oregon Equity Lens</u>. The primary goal of the course is to introduce high school students to the field of education through the belief that all students have the ability to learn and should be provided optimal learning environments that are responsive to their cultural and linguistic needs. With these frameworks in mind the following outcomes and topics, adapted from the work of Gay (2010) and Brown-Jeffy and Cooper (2011), will be addressed in the course.

1. Identity and Achievement
Culturally responsive teachers transform education from traditional to responsive. Accordingly, educational transformation occurs through respecting and adopting multiple cultures and experiences, recognizing strengths and accomplishments, and making academic success mandatory and an accessible goal for all students. Developing critical social consciousness and confronting traditional education liberates students from "having" to learn and transforms them into "wanting" to learn and succeed.
  a) Identity Development: Students will have the opportunity to begin developing their teacher identity through the exploration of multiple perspectives that individuals carry with them. They will further explore the influences on teacher identity development through the lens of their own cultural backgrounds, beliefs, and experiences.

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b) Cultural Heritage and Diversity: Students will have the opportunity to investigate and discuss how they can validate home and community cultures within their future classrooms by exploring the cultural heritage and diversity of themselves and others. They will develop a critical lens that enables them to confront traditional educational approaches and become an agent of change within the educational system.

2. Equity and Excellence

Culturally responsive teachers respond to student needs, support and facilitate learning opportunities, provide individual attention and encouragement, engage in cooperative learning, are fluid and equitable, foster and celebrate success, enable and empower learning, and cultivate cultural sustainability and life-long learning.

a) Teacher Dispositions: Students will examine their own attitudes, beliefs, and demeanor as they pertain to teaching. This will include self-reflection, awareness and analysis of teacher dispositions and discussion of multiple perspectives.

b) Inclusiveness: Students will familiarize themselves with inclusive environments that affirm student backgrounds through the integration of multicultural curricular content. They will understand how to provide equity to all students while setting high expectations for the academic success of all students.

3. Developmental Appropriateness

Culturally responsive teachers engage in multiple teaching and learning styles; integrate multifaceted communication styles; include a multitude of subjects and pathways to access content; facilitate preferred learning settings; organize varied learning spaces that reflect student preferences; integrate multiple sensory modalities; foster interpersonal relationships; and ensure that students are rewarded and recognized for their work. Culturally responsive teachers are mindful of the language and communication styles of their students. They consider the forms and functions, context, and knowledge that the students and they are trying to prevail and manage their discourse styles to reflect the needs of everyone

a) Learning Styles: Students will begin to develop differentiated instructional practices that will be employed within their practica and simulated classroom experiences through the exploration of their own learning styles and those of others.

b) Teaching Styles: Students will explore a multitude of teaching styles as they relate to cultural groups. They will investigate strategies to employ teaching that integrates cultural variations. Further, they will demonstrate an understanding of the psychological needs of students in regards to their culture which include: motivation, morale, engagement, and collaboration.

4. Teaching the Whole Child

Culturally responsive teachers extend learning beyond the confines of a mandated textbook and integrate and explore sources that more accurately reflect the students in their classrooms. They are teachers who scaffold and connect meaningful learning.

between the student's home and school and integrate sociocultural relationships. Teachers in culturally responsive classrooms validate student cultures and approach teaching and learning through a cultural lens. Culturally responsive teachers are active members of the community, participating in community functions, service and education. In this sense, learning in culturally responsive classrooms is not confined to a state standards and curriculum, but includes the development of active and engaged citizenship.

a) Skill Development in Cultural Contexts: Students will understand the various dimensions of learners in order to teach the whole child. They will explore how to develop skills and knowledge in multiple cultural contexts, and write supportive learning outcomes.

b) Bridging the Home, School, and Community: Students will learn how to bridge the home, school, and community through creating communities of learners. They will explore potential cultural barriers and understand the importance of teaching beyond the classroom.

5. Student Teacher Relationships

Culturally responsive teachers are not only concerned with the well-being of the child in the school, but one that helps students to work and achieve success in the outside world as well. Students who are empowered to learn are excited about learning, encourage one another, can solve real life problems, and acquire expressive academic and social skills. In essence, a caring teacher is a responsive teacher who attends to the whole learner and responds to their needs both culturally and academically through clear communication of knowledge.

a) Caring Teachers: Students will learn the importance of building strong relationships within the classroom and understand the value of empowering student leaders. They will understand how to establish caring relationships with their students and communities and how to facilitate a classroom that facilitates student interaction and commitment to life-long learning.

b) Empowering Students: Students will learn mechanisms to empower student learning and achievement through the exploration of multiple perspectives and research.

CLOSING THE ACHIEVEMENT GAP FOR AFRICAN AMERICAN STUDENTS

The Closing the Achievement Gap for African American Students grant allocated a total of $600,000 between eight programs in Benton, Multnomah, and Lane counties. This grant was specially created as an opportunity to recognize the strength of non-profit, community based organizations in Oregon who are supporting African American children. Such organizations exhibit the necessary focus, commitment, and passion for African American students but also have data that shows significant, sustainable academic and social outcomes. Research suggests that when stressful, non-supportive, negative influences filter into the lives of African American students, an increased risk for troubled outcomes exists (Hanlon et al., 2009). Community based organizations can respond to an urgent need for quality preventive interventions which

reduce risk factors and enhance protective factors (Hanlon et al., 2009). Programs specifically designed to provide academic, social, and emotional support to African American students can expose them to new and unique experiences through interactions with knowledgeable, caring, and concerned adults (McLaughlin et al., 1994; Freedman, 1993).

The pressing issue of the opportunity gap for students of color, and in this case African American students, is one that community based organizations are poised to address. The focus on building student success through wrap-around services, such as family, parenting, tutoring, and/or mentoring programs, create a solid foundation for students who are struggling to make connections in their schools and neighborhoods. Slavin and Madden (2001) suggest that culturally consistent instruction and high quality instruction are two key ways to close academic gaps for African American students.

The greatest benefits of supporting community based organizations working specifically with African American students include: motivating community and families around issues connected to their children, increasing the potential for more organizations to focus attention on African American student achievement, making strong, lasting connections between home, school, and community, increasing academic achievement and educational aspirations for African American students, and helping to close opportunity gaps for African American students. The goal of this grant is to have projects that support an increase in African American student academic achievement and graduation rates by at least 10-20 percentage points, in the 2014-2015 school year and beyond.

This grant is designed to create opportunities to increase academic outcomes for African American learners as well as to support strong links between home, school, and community. As of the 2013-2014 Oregon School Report Card data, the population of Black/African American students in the state is 13,699. The total student population is around 567,098. While the number may appear small in relation to the total student population, there is an African American student community that is in need of continued and sustainable holistic supports. The statistics reveal a troubling picture regarding the academic achievement of African American students in Oregon. Based on data from 2013-2014 AMO in reading and math, calculated over the course of two years, African American students are struggling in performance and graduation rates. The new Oregon Report Card provides a 5-level rating for each school and is disaggregated by race/ethnicity. The table below highlights the academic performance of African American students in Reading and Math grades K-12 for the 2012-2013 and 2013-2014 school years combined as compared to Hispanic and White students.

Race/Ethnicity	Reading	Math
Grades 3-5		
Black/African American	53.9	40.7
Hispanic	51.5	44.9
White	77.7	68.2

Grades 6-8		
Black/African American	50.4	39.7
Hispanic	51.7	46.9
White	75.6	67.2
Grade 11		
Black/African American	66.2	42.1
Hispanic	74.3	56.8
White	89.6	74.6

This data speaks to the academic gaps African American students are experiencing in statewide testing. The fact that the participation rate for African American students was 98.7% for Reading and 98.4% for Math indicates that students are taking the test but are challenged by other variables that impact final outcomes.

The other troubling issue is related to graduation rates for African American students in Oregon. The second table below highlights the data from the 2013-2014 school year. The AMO graduation target was calculated at 72% for the four year cohort and 77% for the five year cohort with schools meeting these targets earning a 3 or higher in Graduation on the new Report Card. It is evident that the graduation rates for students across the board in Oregon reveal significant gaps, but for African American students there is a marked variance in graduation rate.

Table 2	4 Year Cohort	5 Year Cohort
African American	57.1%	59%
Hispanic	60.8%	67%
White	71%	75.2%

The purpose of the Closing the Achievement Gap for African American Students is to support Oregon non-profit, community-based organizations to design, implement, improve, expand, or otherwise revise programming and services for African American students in Oregon.

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

The work of four African American Student Grant projects is highlighted below to demonstrate the collaboration between community-based organizations, school districts, and higher education, to close gaps for African American students.

Lane Equity and Achievement Partnership: The collaboration between LEAP and four school districts in Lane County has yielded a model to build a middle school cohort of African and African American students. The NAACP and school staff conducted meetings with students and parents in various schools as a recruitment method. Students were involved in a summer experience in June at Oregon State University that engaged them in activities focused on STEM. Specifically, students explored engineering, computer science, and marine biology. Currently, the cohort of middle school students is involved in Saturday courses that provide cultural enrichment activities as well as opportunities to visit college campuses across the state.

Self Enhancement, Inc.: SEI has been able to increase their involvement in local high schools through the use of these grant funds. Students at Grant and Reynolds High School are provided with an in-school coordinator who checks with teachers, monitors the Synergy grade system, and constantly checks with students regarding homework completion, testing, and tutorial attendance. Tutoring has also been provided at each of these sites. One major grant activity that has taken place recently is the hosting of several African American Parent nights at Reynolds HS and Reynolds Middle School. Over 50 families have been represented thus far. SEI has also hosted several Community Café forums giving parents a chance to speak about the changing community and how to help best their children succeed. Finally, during the end of the school year shooting that took place at Reynolds High Schools, SEI hosted a parent meeting with counselors for students and adults. This was provided a safe place to talk about feelings and to continue building a sense of community.

Black Parent Initiative: BPI provides parent focused opportunities in the African American community. Current grant funding has supported the following activities thus far:

- BPI's 5th Annual Symposium was held September 6, 2014 at Warner Pacific College. The theme for the event was "Ensuring Our Children Achieve." Almost 106 families attended this event. During this event, the following four workshops were offered plus a keynote address by David Banner: Parenting Black Children in Oregon, Navigating and Nurturing Your Child's Education, Raising the Confidence of Young, Gifted, Black, and Noble, and Esteeming the Identity of Young, Gifted, and Bi-Racial.
- Parent University Courses: Twenty-four individual Parent University courses were offered from October 2013 to September 30, 2014 which represents two sets of the 4-week series "Advocating for my Child's Education" and "Today's Parent."

Oregon State University – Phi Beta Sigma (ΦBΣ) Fraternity

The Pacific Northwest Louis Stokes Alliance for Minority Participation in STEM at Oregon State University (OSU) partnered with the Blueprint Foundation, the education arm of the Oregon Chapter of Phi Beta Sigma (ΦBΣ) Fraternity, to deliver a program that attends to the holistic (academic, personal, and professional) development of high school and college students. The program follows the structure of a Mentoring Pyramid, where high school students in Portland receive mentoring by OSU students living in Corvallis.
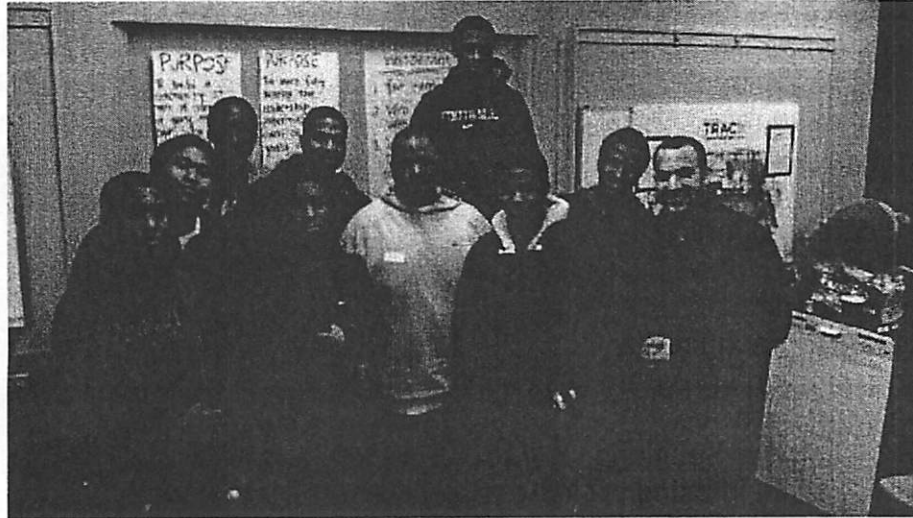

The OSU students are supported by a team of professional men, brothers of ΦBΣ fraternity, throughout Oregon who conduct an initial mentor training and offer guidance to both the high school youth and OSU students. The program utilizes both face-to-face and e-mentoring models to engage students in Corvallis with those based in Portland.

Thus far, the partnership has identified 15-20 young Black men at Roosevelt High School with whom the professional men meet bi-weekly. The purpose of this activity is to establish rapport, build trusting relationships, and expose these young brothers to positive Black male role models that are accessible and identifiable to them. This likely represents a transformational occurrence in the lives of these youth, as the vast majority of them currently lack such positive relationships with Black males.

In addition to building pride and positive identity, the group also explores, in depth, issues very specific to their developmental stage in life. Relevant topics include but are not limited to bullying, peer pressure, health, academics, interpersonal relationships, family and social dynamics, problem-solving, personal finance, avenues to pursue secondary education, and career planning.
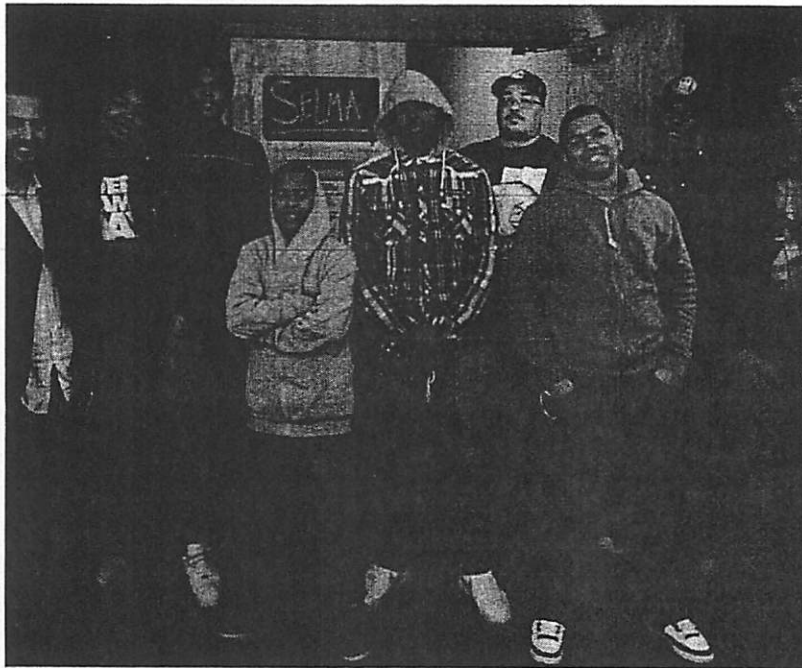
The Blueprint Foundation acquired a curriculum and program evaluator from <u>DRC Learning Solutions</u> to assist with infusing robust assessments within the curriculum for mentor training and mentor-mentee social capital building activities. In partnership with DRC LS, the leadership of the Blueprint Foundation developed methodology and instrumentation for assessing both mentor and mentee competency development. Evaluation methods include 1) pre/post mentor competency surveys, 2) a series of mentor reflection journal questions to be used throughout the mentor program timeline, 3) pre/post mentee self-efficacy, social capital, and college preparation surveys, and 4) mentee interview protocol and questionnaire addressing impacts of the program such as changes in self-efficacy, social capital, and education-to-career planning. Quantitative survey data will be compared using paired t-tests for individual improvement. Qualitative interview and reflection journal data will be used to triangulate survey data and provide further insights on effective practices for strong mentor-mentee relationships.

Although analyses on the above assessment protocol are incomplete, preliminary findings from additional data sources show the collaboration of near-peer college students with successful professionals has enabled these young men to see a path from their current circumstances, through college, to a rewarding career. For example, these relationships have improved the academic performance of the target population in comparison to their peers that are not engaged. According to Portland Public Schools, data mentored students have shown improvements in attendance and grade point average.

GPA – Step Up kids vs Non-Step up Academic Priority kids.

- In 2013-14 Step-up Grade Point Average 32%, non – Step-up GPA 49%
- In 2013-14 Step Up GPA 2.38, Non-Step Up GPA 2.24

AMERICAN INDIAN / ALASKAN NATIVE CULTURALLY RELEVANT TEACHING, LEARNING, AND PEDAGOGY

The American Indian / Alaskan Native Culturally Relevant Teaching, Learning, and Pedagogy grant was established to support collaborative efforts to design, implement, improve, expand or otherwise infuse American Indian / Alaskan Native culturally responsive pedagogy and effective instructional practices to increase student academic achievement, high school completion and successful engagement in post-secondary educational opportunities. Further, this initiative supports collectively engaging partnerships among school districts, non-profit organizations, postsecondary institutions, native communities and organizations, Title VII Indian Education programs, and education service districts to assist with identifying evidenced based best practices.

The 2013-2014 Oregon Department of Education Fall Membership Report indicates the population of American Indian / Alaska Native students in the state as 9,161. Because of rules related to multi-ethnic reporting, this number does not fully account for all AI/AN students. There is a distinct American Indian / Alaskan Native student community in need of ongoing supports, and the statistics reveal a troubling picture regarding the academic achievement of American Indian / Alaskan Native students in Oregon. Based on data from 2013-2014 calculated over the course of two years, American Indian / Alaskan Native students are struggling in reading and mathematics achievement and in graduation rates as measured by the Annual Measurable Objectives (AMO). Tables 1 and 2 highlight the academic achievement of American Indian / Alaskan Native students in Reading and Math grades K-12 for the 2013-2014 school years.

Table 1	Percent Meeting or Exceeding on OAKS				
Reading	Elementary (Grades 3-5)	Middle (Grades 6-8)	AMO Target % (Grades 3-8)	High (Grade 11)	AMO Target % (Grade 11)
American Indian / Alaskan Native	57.6%	55.1%	72%	80.9%	85%

* source : http//www.ode.state.or.us/data/annreportcard/rptcard2013.pdf

Table 2	Percent Meeting or Exceeding on OAKS				
Mathematics	Elementary (Grades 3-5)	Middle (Grades 6-8)	AMO Target % (Grades 3-8)	High (Grades 11)	AMO Target % (Grades 11)
American Indian / Alaskan Native	48.5%	45.7%	69%	58.5%	70%

* source : http://www.ode.state.or.us/data/annreportcard/rptcard2014.pdf

High School graduation outcomes for American Indian / Alaskan Native students in Oregon are also troubling. Data from 2013-2014 reveals that graduation rates are low; and that of the total number of American Indian / Alaskan Native students who do graduate, 51.6% earn a Regular High School diploma. The remaining 48.4% earn another form of high school credential such as a modified diploma, extended diploma, or alternative certificate. Earning a Regular High School diploma requires students to demonstrate the ability to meet the full set of academic content standards established by the State Board of Education

Table 3

Graduation Details 2012-13	4 Year Cohort Target: 67%	5 Year Cohort Target: 72%
American Indian / Alaskan Native	51.7%	55.7%
African American	57.1%	59.4%
Hispanic	60.8%	67%
White	71%	75.2%

* source:
http://www.ode.state.or.us/data/annreportcard/rptcard2014.pdf

The purpose of the grant program is to provide funds for programs that have the potential to become exemplar programs and can create collaborative practices through the facilitation of:

- Strengthening relationships among school district, local community and tribal governance;
- Collaboration among school districts, non-profit organizations, Title VII Indian Education Programs, postsecondary institutions, native communities or organizations, and education service districts to assist with identifying evidence based practices and best practices;
- Enhancing the American Indian / Alaskan Native cultural competence of district educators;
- Developing and implementing best practices in local efforts to increase academic outcomes of AI/AN; and
- Developing or expanding opportunities to include AI/AN language and culture in classrooms.

As the funding was released in early May 2014, many grantees projects began this fall. A consultant was hired in August 2014 to provide technical assistance support to grantees. The consultant conducted initial onsite visits in September and October 2014, after which each grantee was provided an individualized report of initial progress. One project has supported one student to complete credits for graduation. Prior to the creation of this program approximately 10-12 students signed up per year; the revised program now has 38 students with five on the waiting list. The first on-site class (Intro to Ag) was completed this quarter, awarding .5 proficiency-based credits to 14 students.

Additionally, the curriculum includes a community service based project which will remodel a tribal modular unit.

Program Highlights:

Siletz Valley Charter School Project - "We couldn't be more pleased to have received this grant and the support from our partnering organizations. The projects included in this grant will help meet the needs of our students and solidify work that has already begun in this area" said Dr. Sam Tupou, the schools' principal and superintendent. Bud Lane, Vice Chair, CTSI, as quoted in, The People are Dancing Again – The History of the Siletz Tribe of Western Oregon, University of Washington Press, 2010, p.378 "...it is our determination that our language and all of the history, world views and lifeways it contains, not be relegated to the ash heap of history. So our vital work continues."

BELOW ARE ADDITIONAL EXAMPLES OF STRATEGIC INVESTMENTS MAKING PROGRESS TOWARD CLOSING THE ACHIEVEMENT GAP

EARLY LITERACY GRANT

Greater Albany Public School Play and Learn Groups

10 week sessions for parents and children ages 0-6 to promote early literacy development, social and emotional development, and school readiness. Program is targeted to Latino families in high needs school catchment areas.

Quote from Grantee:

It is a wonderful program to be a part of and very valuable in educating both parents and children. They are learning that literacy begins with meaningful everyday activities and communication, how to instill a love for learning and reading that will just grow during their school years, and then making reading at home a reality by providing books that their children just love. Thank you for making this possible

Local media coverage:

Albany targets Latino Families for early literacy program
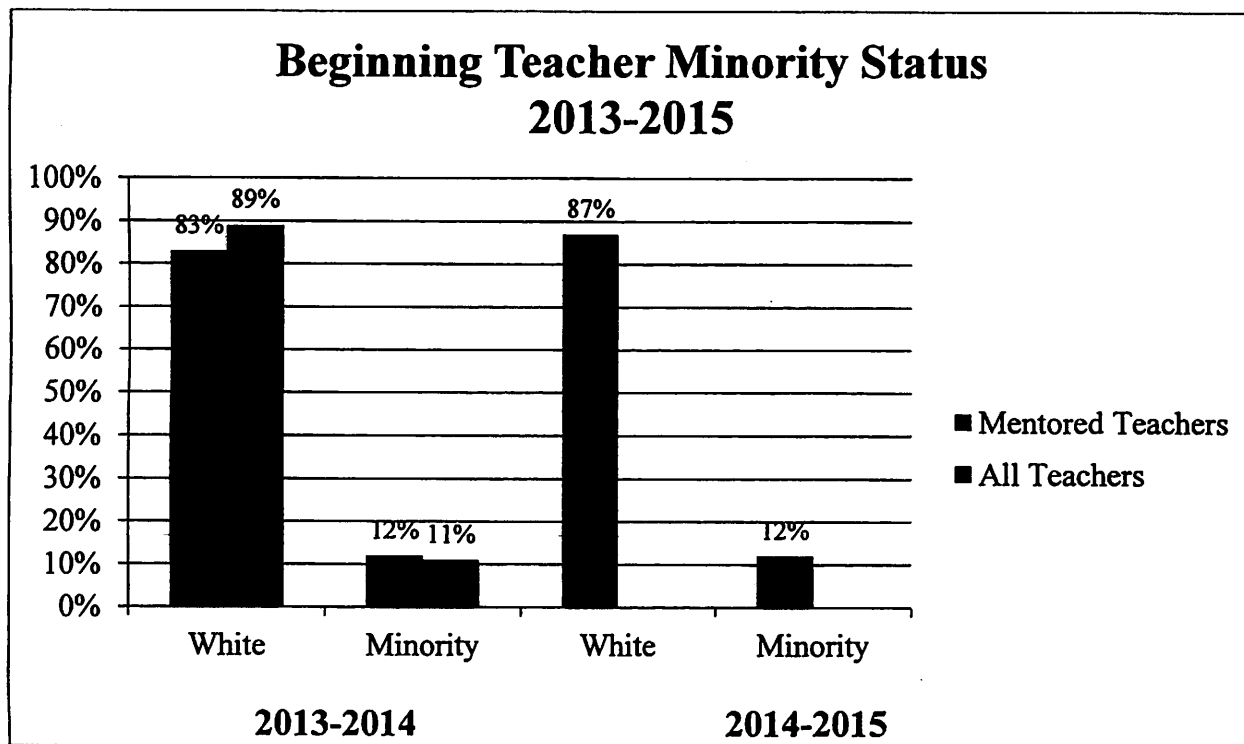
Inclusive Shared Storybook Reading Project

The Universal Design Lab at Portland State University's Graduate School of Education is using Early Literacy Grant funds to design an online literacy training platform intended to help children ages 0-6 with communication disabilities and complex communication needs (resulting from disabilities such as autism, cerebral palsy, and down syndrome) across the state of Oregon to increase the frequency, duration and quality of their shared reading interactions with adults. Through the development of an online training

system, early learning service providers, parents, and other family member will be the primary training participants, which blends a train the trainer with online learning. This platform is being developed in coordination with Early Learning Hubs, and will produce a sustainable, statewide early literacy resources that both urban and rural communities can benefit from.

Baker County Community Literacy Coalition

Grant has led to increased and stronger collaboration between local partners, including WIC, home visitors, DHS Self-Sufficiency and Child Welfare, and Recovery Village, which provides alcohol and drug treatment to women who live with their children in a residential setting for up to six months. Stronger local collaboration has led to increased access to early literacy support for families and children who otherwise would not have been able to access them. In part as a result of these new partnerships, over 800 early literacy kits have been distributed to high needs families and children ages 0-6.

BEGINNING TEACHER MENTORING PROGRAM

Beginning Teacher Minority Status 2013-2015

	2013-2014		2014-2015
	White	Minority	White	Minority
Mentored Teachers	83%	12%	87%	12%
All Teachers	89%	11%		

*2013-2014 ethnicity data for mentored teachers was unavailable for 5%.
*2014-2015 ethnicity data for mentored teachers was unavailable for .07%.
*ODE ethnicity data for 2015 will be available in the spring.

Beginning Teacher Minority Status Group Sizes (n's)						
	Mentored Teachers			All Teachers		
	White	Minority	Unavailable	White	Minority	Unavailable
2013-2014	801	114	48	2293	278	0
2014-2015	988	142	8	-	-	-

The data shown here reflects beginning teachers who were mentored in the Oregon Mentoring Program during their first two years of teaching. The figure above shows 12% of the beginning teachers were teachers of color in both 2013-2014 and 2014-2015. These percentages are larger than the 8.3% state average noted in the *2014 Oregon Minority Teacher Act Status Report*. This data is a positive indicator that more teachers of color are entering the Oregon teacher workforce. The desired outcome is that these teachers will be in the profession five years from now.

CONNECTING STUDENTS TO THE WORLD OF WORK (OREGON ARTS COMMISSION)

Long-term mentorship/internship opportunities are currently being provided to underserved students around the state, offering them the opportunity to engage in hands-on learning with professional cultural organizations. Coordinated partnerships between these organizations and schools has resulted in an improved support structure that is helping to keep students academically on target to complete a successful school year. Post-intervention surveys have not been administered to a large enough sample to provide quantitative information at this time. However, some qualitative results can be seen in feedback from student participants:

"It really felt like a true work experience, more than anything I've done."
"I've learned so much through this program that will prepare me for my future at the Portland Art Institute. I feel well prepared, and ready to start in the workforce."
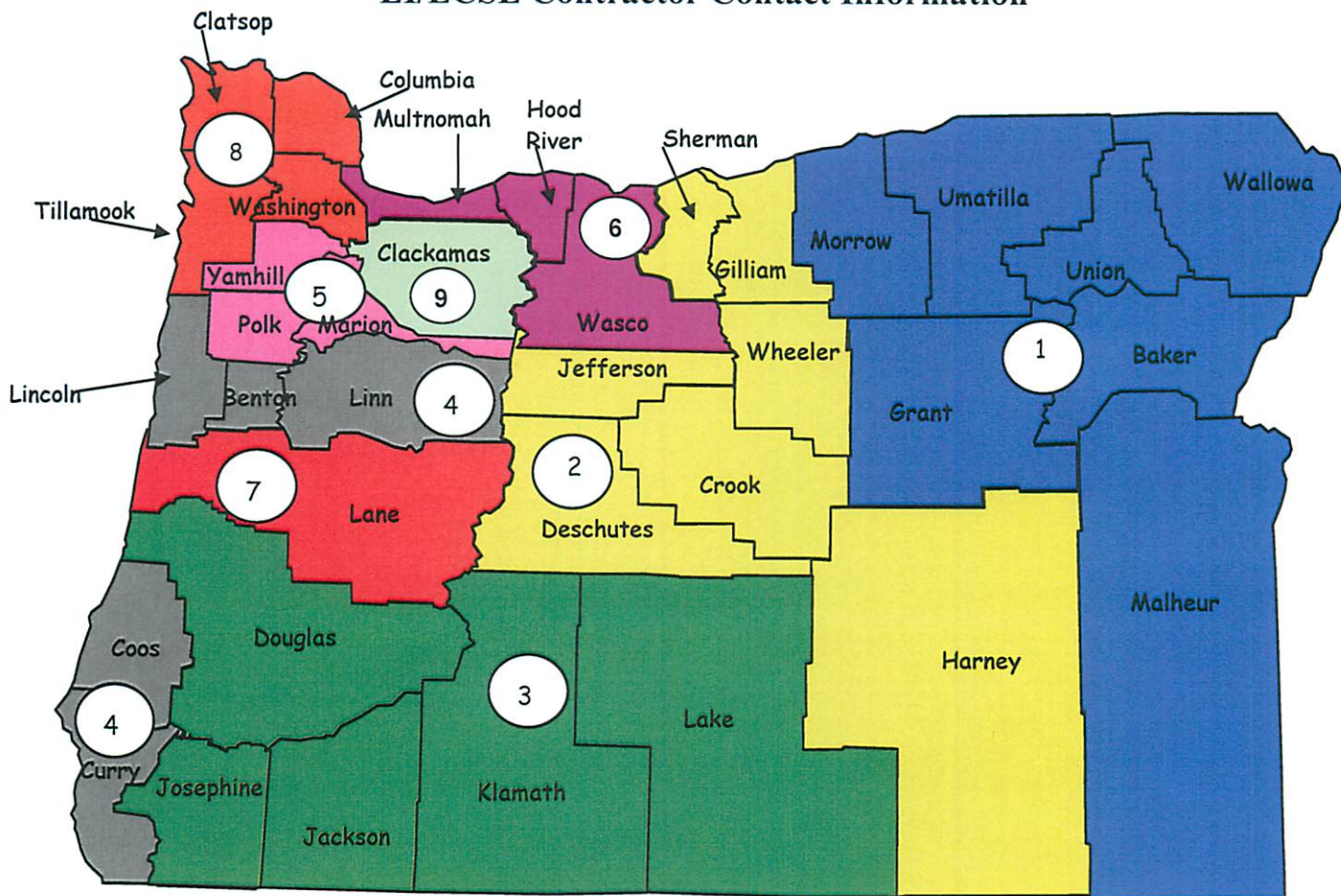
"I strongly agree that this program has made a big impact on my life, and directed me more surely toward my goals."

"I feel more prepared about entering the work force as well as my chosen career path."

"This has opened my eyes to a lot of opportunities for my immediate and future job opportunities."

"The program has exposed me to many aspects of working at JSMA and also to working skills, careers in the arts, and decision making that's future based. I've gotten an important insight into fields I'm interested in and that's valuable to me."

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Revised October 17, 2014

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Yamhill/ Polk ***Yamhill Center*** 2045 Southwest Hwy 18, Ste 100 McMinnville, OR 97128 503-435-5941 503-435-5920 FAX	Debbie King debbie.king @wesd.org 503-435-5941	

Service Area 6	County Contacts	Contractor & ODE Contact
Hood River	Cassie Whitmire Hood River Co. EI/ECSE Program 2405 Eastside Road (street) 1011 Eugene St. (mailing) Hood River, OR 97031 541-386-4919 541-387-5041 FAX Cassie.whitmire@hoodriver.k12.or.us	**David Douglas School District** 1500 SE 130 Portland, OR 97233 503-252-2900 Ext. 8209 503-261-0131 FAX Barbara Kienle barbara_kienle@ddouglas.k12.or.us **ODE** Alan Garland 503-947-5759 alan.garland@state.or.us
Multnomah	Nancy Anderson nancy_anderson@ddouglas.k12.or.us Multnomah Early Childhood Program 5208 NE 122nd Portland, OR 97230 503-261-5535 503-894-8229 Fax	
Wasco	Gary Peterson Columbia Gorge – The Dalles gpeterson@cgesd.k12.or.us 541-296-1478	

Service Area 7	County Contacts	Contractor & ODE Contact
Lane	Judy Newman Early Childhood Cares jrtn@oregon.uoregon.edu 541-346-2639	**Lane ESD** 1200 Hwy 99N Eugene, OR 97402-0374 541-461-8374 541-461-8399 FAX Sue Mathisen smathisen@lesd.k12.or.us **ODE** Ginna Oliver 503-947-5662 ginna.oliver@state.or.us
Service Area 8	**County Contacts**	**Contractor & ODE Contact**
Clatsop	Paula Mills NWRESD – Astoria pmills@nwresd.k12.or.us 503-338-3344	**Northwest Regional ESD** 5825 NE Ray Circle Hillsboro, OR 97124-6436 503-614-1251 503-614-1721 FAX Nancy Ford 503-614-1251 nancyf@nwresd.k12.or.us **ODE** Ginna Oliver 503-947-5662 ginna.oliver@state.or.us
Columbia	Cindy Jaeger NWRESD – St Helens cjaeger@nwresd.k12.or.us 503-366-4124	
Tillamook	Kim Durrer NWRESD – Tillamook kdurrer@nwresd.k12.or.us 503-815-4457	
Washington	Peggy Freund pfreund@nwresd.k12.or.us 503-614-1430 Lori Kellogg lorik@nwresd.k12.or.us 503-614-1274 Karen Shepherd kshepherd@nwresd.k12.or.us 503-614-1671 or Lisa Taylor ltaylor@nwresd.k12.or.us 503-614-1429	
Service Area 9	**County Contact**	**Contractor & ODE**
Clackamas	Carol Moore cmoore@clackesd.k12.or.us 503-675-4150	**Clackamas ESD** 13455 SE 97th Avenue Clackamas, OR 97015 503-675-4095 503-675-4205 FAX Carol Moore cmoore@clackesd.k12.or.us 503-675-4150 **ODE** Alan Garland 503-947-5759 alan.garland@state.or.us

Oregon Regional Programs
Serving Students with Low-Incidence Disabilities
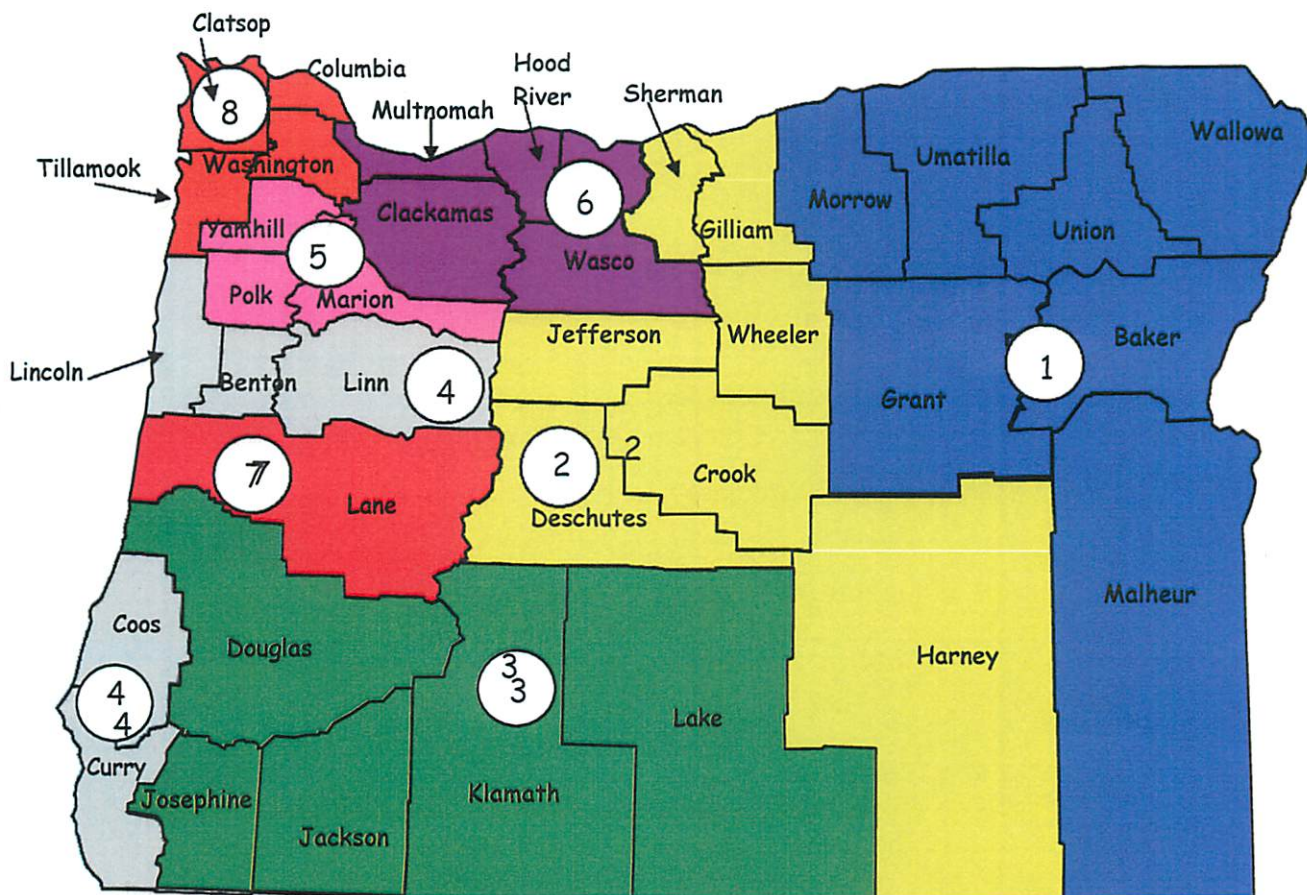
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Region 3: Southern Oregon Regional Program
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Region 5: Willamette Regional Program
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Region 6: Columbia Regional Program
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Region 7: Lane Regional Program
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Region 8: Northwest Regional Program
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