



Date: March 1, 2017

To: Senator Rod Monroe, Co-Chair  
Representative Barbara Smith-Warner, Co-Chair  
Ways and Means Education Subcommittee

From: Salam Noor, Deputy Superintendent of Public Instruction

RE: Education Agency Presentation – Follow Up from March 1<sup>st</sup> Hearing

As part of our presentation to the Ways and Means Education Subcommittee for the Oregon Department of Education's 2017-19 Budget (SB 5516 and SB 5517), we are pleased to provide you with follow-up information to questions posed during our March 1, 2017 hearing.

**Does the Department keep track of expenditures and revenues for all sources of local funds received by School Districts? If so, can it be received from School Districts? (Representative Parrish).**

ODE collects all revenue and expenditures data for each of the 197 school districts and 19 education service districts through independent financial audits completed annually. To access this information, click on the following link [Financial Data for School Districts](#)

Once accessed, expand the section labeled Finance/Funding where there are a number of reports available for viewing. For school district expenditures, report #91 (Actual Expenditures by Fund, Function and Object) is probably most useful, as it includes the most detail. The function codes have descriptions that explain the purpose of the expense.

The best report for revenue data would likely be found under report # 95 (Actual Revenue by Fund and Source). Again, there are descriptions regarding the source of funding.

Once the report is selected, the user can select the school year and district they are interested in. The 2014-15 school year is the most current data and we will likely be publishing the 2015-16 data later this month, as we are just completing our review of the data.

**What percentage of the 230,000 children less than 5 years of age is identified as having English as a second language? (Senator Monroe).**

Based on information from the 2015-16 National Institute for Early Education Research (NIEER) data report, 32 percent of the children served by the Oregon Prekindergarten/Early Head Start Program report their home language as language other than English. The report also provides that 25 percent of the kids served by the program report Spanish as their home language.

**In addition to steps taken by ODE to improve security within its own state building, what steps have been taken to improve overall security and safety for local schools? (Representative Whisnant).**

HB 4087 (2014) created an Oregon Task Force on School Safety to bring together representatives from police, fire, school administration, teachers, school boards and school districts, along with the Governor's education and public safety policy advisors, and legislators. The Task Force was assigned three objectives:

- Develop a request for proposal to create a database of floorplans for all schools within the state, accessible to authorized users via the Internet.
- Examine models of existing education and training programs for law-enforcement officials, other first responders and school employees in the area of school safety and incident response.
- Examine models for existing protocols for school safety and incident response and consider whether standardized statewide school safety and incident response protocols would be appropriate.

In the Fall of 2015, the Task Force released a report that included a variety of recommendations that in some cases would require additional legislative investments. The link below provides the Task Force Report and Recommendations. [Task Force Recommendations](#)

The 2016 Legislature took action on one of these recommendations through the passage of HB 4075 which appropriated \$1.0 million to Oregon State Police to establish a statewide tip line for reports of threats to student safety. The link below provides the budget report for the approved bill. [HB4075 \(2015\) Budget Report](#)

A second recommendation of the Task Force has been put before the 2017 Legislature in the form of SB 414, which would direct the Department of Education to establish a school-based threat assessment system to support school personnel in conducting threat assessments of students who are at risk of engaging in violence or destructive behavior or committing self-harm or suicide. The link below provides the bill proposal. [SB 414 \(2017\)](#)

**Will the Department be providing more specific information on the impacts of the Every Student Succeeds Act (ESSA)?**

While ODE has not planned a specific section of its presentation for ESSA, each presenter will identify program areas and/or budget that may be impacted by the new federal act. The Department has drafted Oregon's ESSA State Plan which is currently out for public comment. The final plan will be submitted to the U.S. Department of Education (USDOE) by April 3rd. Below are links to both the summary of the plan, as well as the full plan that will be submitted to USDOE.

[ESSA Summary Document](#)

[ESSA Consolidated Plan Technical Document](#)

If you should have any need for further clarification on these questions, please let me know and we can certainly cover those during our hearing.