

# Oregon Department of Education

## Closing the Opportunity Gap Grants

### Focus on Closing Opportunity Gaps for Oregon Students

Changes in Oregon's student demographics enrich our classrooms and communities and pose new challenges for our schools as they attempt to meet the needs of a more culturally, racially, and linguistically diverse student population. Despite efforts made, there still remains an opportunity gap between historically underserved and low-income students and their peers.



**Carmen-Xiomara Urbina**  
Deputy Director



**April Campbell**  
Director of Indian Service



**Jennifer Patterson**  
Assistant Superintendent  
Teaching, Learning &  
Assessment

# Oregon Department of Education

## Closing the Opportunity Gap Grants

ODE provides a combination of grants and strategic initiatives that focus on providing assistance to historically underserved and low-income populations identified as achieving lower rates of student success.

The Department manages \$41.1 million of state funding for Grants and Programs that focus specifically on closing the opportunity gap. These include:

- African American/Black Student Success Plan
- Latino/Latina/Latinx and Indigenous (Mexico, Central America, and South America) Student Success Plan
- English Language Learners Grants (State School Fund Transfer)
- American Indian/Alaskan Native (AI/AN) Student Success Plan
- Tribal Attendance Grants
- Summer School Grants



# Oregon Department of Education

## Closing the Opportunity Gap Grants

In addition to state funding, the Oregon Department of Education administers \$459.4 million of Federal Funds from the U.S. Department of Education. These grants are annual state formula grants that are administered by state education agencies and include the following:

- Title IA Federal Funds: Grants to LEAs
- Title IA Federal Funds: School Improvement Grants
- Title IC Federal Funds: Migrant Education
- Federal Funds: Rural and Low Income School Program Grants
- Federal Funds: Homeless Children and Youth Education Grants
- Title IIA Supporting Effective Instructors
- Title III Federal Funds: English Language Acquisition
- Title IV-A Federal Funds: Student Support & Academic Enrichment Grants
- Title IV-B Federal Funds: 21<sup>st</sup> Century Community Learning Centers



# Oregon Department of Education

## Grant-In-Aid: Closing the Opportunity Gap Grants

### Closing the Opportunity Gap

2021-23 Current Service Level (in millions)	GF	OF	OF-CAT*	FF	Total
African American/Black Student Success Plan	\$6.5	\$0.0	\$7.9	\$0.0	\$14.4
Latino/Latina/Latinx and Indigenous (Mexico, Central America, and South America) Student Success Plan	\$0.0	\$0.0	\$2.1	\$0.0	\$2.1
English Language Learner Grants (State School Fund Transfer)	\$0.0	\$10.0	\$0.0	\$0.0	\$10.0
American Indian/Alaskan Native (AI/AN) Student Success Plan	\$0.0	\$0.0	\$6.7	\$0.0	\$6.7
Tribal Attendance Promising Practices Grants	\$1.7	\$0.0	\$0.0	\$0.0	\$1.7
Summer School Grants	\$0.0	\$0.0	\$6.2	\$0.0	\$6.2
U.S. Department of Education Federal Formula Grants	\$0.0	\$0.0	\$0.0	\$459.4	\$459.4
<b>Total Closing the Opportunity Gap Grants and Programs</b>	<b>\$8.2</b>	<b>\$10.0</b>	<b>\$22.9</b>	<b>\$459.4</b>	<b>\$500.5</b>

\* Corporate activity tax dedicated to support the Student Success Act of 2019.

# Oregon Department of Education

## Grant-In-Aid : Closing the Opportunity Gap Grants

### African American/Black Student Success Plan

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
\$6.5 million	-	\$7.9 million	-	\$14.4 million

- House Bill 2016 (2015) directed ODE to develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs. The Bill directed ODE to:
  - Form and facilitate an advisory group
  - Develop an African American/Black Student Success Plan to support African American and Black students in the PK-20 system
- The Student Success Act approved additional resources provided through the corporate activity tax to expand support for the Plan.
- For 2019-21, ODE awarded 12 grants to culturally-specific/community-based organizations, ESDs, and school districts to develop strategies to implement 14 indicators of success from the plan.

\* Corporate activity tax dedicated to support the Student Success Act of 2019.

# Oregon Department of Education

## Grant-In-Aid : Closing the Opportunity Gap Grants

### African American/Black Student Success: Implementation & Impact

#### 2015-17: Phase One

- 4 Grantees, primarily located in Portland-metro area.
- Evaluation was conducted by RMC Research in 2017.

#### 2017-19: Phase Two

- 9 Grantees, expanded to include additional community-based organizations and local education agencies

#### 2019-21: Phase Three

- 3 Grantees added from the early learning area

#### Anticipated Outcomes

Dedicated funding aimed to support the success of African American/Black students. The grantees implement innovations, exemplar programs, and collaborative practices that lead to successful student outcomes.

# Oregon Department of Education

## Grant-In-Aid : Closing the Opportunity Gap Grants

### Latino/Latina/Latinx and Indigenous (Mexico, Central America, and South America) Student Success Plan

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	\$2.1 million	-	\$2.1 million

The Student Success Act (HB 3427, 2019) created the Latino/Latina/Latinx and Indigenous (Mexico, Central America, and South America) Student Success Plan for students who:

- Are Latino/Latina/Latinx or Hispanic, including individuals of Mexican, Cuban, Puerto Rican, South American, Central American, or Spanish descent
- Who have experienced disproportionate results in education due to historical practices, as identified by the State Board of Education by rule

In 2020-21, ODE awarded \$1.0 million to seven grantees to culturally-specific/community-based organizations, a university, and a school district to implement strategies from statewide plan.



# Oregon Department of Education

## Grant-In-Aid : Closing the Opportunity Gap Grants

### English Language Learners Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	\$10.0 million	-	-	\$10.0 million

- House Bill 3499 (2015) established a transfer from the State School Fund to create a statewide plan to identify schools that have lower achievement results for English Language Learners (ELL) students, and to support administration of a grant program.
- Goals of HB 3499 are to:
  - ✓ Close opportunity and access gaps, and to interrupt systems of inequity that inhibit academic, social, and emotional growth for underserved students, and specifically ELLs
  - ✓ Assist districts in the creation of plans and funded activities to ensure focus on improving outcomes for ELLs
  - ✓ Provide support for implementing culturally responsive teaching and practice for ELs, and implementation of school improvement interventions and professional learning



# Oregon Department of Education

## Grant-In-Aid : Closing the Opportunity Gap Grants

### English Language Learner Grant Implementation

- In 2019-2020, HB 3499 funds provided support and academic assistance to an estimated 2,054 teachers and administrators and to 16,461 students in 40 school districts<sup>1</sup>.
- In 2019-20, out of the 17,847 students served in the identified districts, 1,548 students attained English language proficiency, and 3,984 did not have the opportunity to take the ELP assessment due to the COVID-19 pandemic.
- Approximately 87 districts with fewer than 20 ELs benefited from support facilitated through 5 regional ESDs. Any district with less than 20 is eligible to be served throughout the state<sup>2</sup>.



#### Foot notes:

<sup>1</sup>This is an actual count of students and staff impacted by HB3499, derived from the [external evaluation completed in 2020](#).

<sup>2</sup>This information is derived from the [external evaluation of ESD supports, completed in 2020](#).

# Oregon Department of Education

## Grant-In-Aid : Closing the Opportunity Gap Grants

### American Indian/Alaskan Native (AI/AN) Student Success Plan

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	\$6.7 million	-	\$6.7 million

The Student Success Act (HB 3427, 2019) codified the American Indian/Alaskan Native Student (AI/AN) Success Plan into statute and created multiple grant programs to fund the strategies outlined in the plan. The Legislature appropriated \$3.2 million in grant funding for the 2019-21 biennium.

- AI/AN Student Success Plan was updated in March 2020.
- Over the last six years, 4-year graduation rates for our American Indian/Alaskan Native students has increased by 13.7% (from 53.5% to 67.2% ).
- 18 grants were awarded to support overall American Indian/Alaskan Native student success and educator pathways.
- In addition, non-competitive grants were made available to the federally recognized tribal governments in Oregon to support Native language programs.

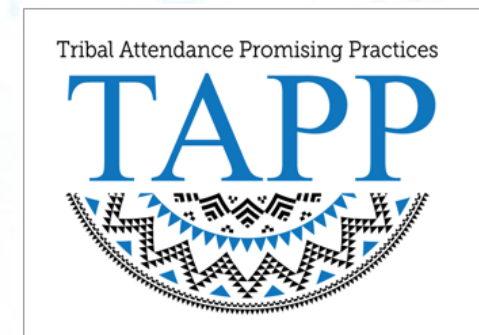
# Oregon Department of Education

## Grant-In-Aid : Closing the Opportunity Gap Grants

### Tribal Attendance Promising Practices Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
\$1.7 million	-		-	\$1.7 million

- The 2015 Legislative Assembly directed ODE to provide grants for pilot projects to reduce chronic absenteeism of Native American students.
- Nine school districts have partnered with all nine federally recognized tribal governments in Oregon and received grants to hire a community advocate position to create a school-wide initiative to reduce chronic absenteeism.
- Results from the program have seen a positive impact in reducing chronic absenteeism of Native American students – reduction from 33% to 30%.
- Advocates have been instrumental during the pandemic by staying engaged with students and families, delivering meals and learning packets, and connecting families to out-of-school resources.





# Oregon Department of Education

## Grant-In-Aid : Closing the Opportunity Gap Grants

### Summer School Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	\$6.2 million	-	\$6.2 million

The Student Success Act directed the Oregon Department of Education to provide summer school grants that:

- Improve student opportunities in schools that are considered high poverty under Title I of the federal ESSA
- Target schools that have a significant opportunity gap between historically underserved student groups and other student groups pursuant to standards adopted by the State Board of Education
- Aid schools that have been identified as needing additional supports and interventions based on criteria established in the Act

ODE is currently the process of awarding the first grants for 2021 Summer School programs in which 35 school are eligible to receive funding support.

# Oregon Department of Education

## Grant-In-Aid : Closing the Opportunity Gap Grants

### USDOE Federal Formula Grants

ODE administers \$459.4 million of Federal Funds awarded by the U.S. Department of Education through a state allocation formula. The majority of funding is pass-through to school districts for specific purpose outlined in federal law. The Office of Teaching Learning and Assessment administers these funds through 17.00 FTE that ensure federal compliance while also supporting schools as they work to meet the needs of all Oregon students.

Federal Grant	General Purpose	Current Uses
Title I (Part A) – Local Education Agency Grants  <b>\$287.9M</b>	Allocates funding to school districts with high numbers or high percentages of children from low-income families to help provide supplemental services to students at risk of not meeting academic standards.	Provides annual pass through grants to eligible school districts through a statutory formula. For the current school year, there are 181 eligible school districts.

# Oregon Department of Education

## Grant-In-Aid : Closing the Opportunity Gap Grants

### USDOE Federal Formula Grants

Federal Grant	General Purpose	Current Uses
Title I (Part A) - School Improvement Grants  <b>\$21.3M</b>	Allocates funding to school districts that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources that substantially raise the achievement of students in their lowest-performing schools.	The Department has identified over 260 schools the last two years that meet the eligibility requirement of lowest performing schools.
Title I (Part C) - Migrant Education Grants  <b>\$48.8M</b>	Allocates funding to school districts and ODE projects that support high-quality and comprehensive educational programs for migrant children to reduce the disruption resulting from frequent moves and interruptions.	There are an estimated 20,000 students served by Title IC in Oregon through 19 programs sponsored by 9 school districts and 9 education service districts.
Title II – Supporting Effective Instruction  <b>\$39.3M</b>	Provides funding to help increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.	Funding is distributed to all school districts based on a federal formula using population and poverty data. Currently, 197 school district grants support 78,000 teaching professionals.



# Oregon Department of Education

## Grant-In-Aid : Closing the Opportunity Gap Grants

### USDOE Federal Formula Grants

Federal Grant	General Purpose	Current Uses
Title III – English Language Acquisition  <b>\$14.3M</b>	Provides funding for grants and projects targeted to help children and youth who are limited English proficient to meet the same challenging state academic standards all students are expected to meet.	Funding is distributed based on a statutory formula on which 133 districts benefit through grant and contract resources.
Title IV-A – Student Support & Academic Enrichment  <b>\$21.6M</b>	Provides funding to support students in gaining access to a well-rounded education, as well as improve school conditions for student learning, and improve the use of technology to improve academic achievement and digital literacy for all students.	Funding is allocated to 178 school districts based on Title I eligibility.
Title IV-B – 21st Century Community Learning Centers  <b>\$22.4M</b>	Provides grant to support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.	Funding is currently allocated to 25 school districts, education service districts, and other education partners for five year cohorts (grants) of which 100 sites have been made available through first two years. to serve an average of 20,139 students.

# Oregon Department of Education

## Grant-In-Aid : Closing the Opportunity Gap Grants

### USDOE Federal Formula Grants

Federal Grant	General Purpose	Current Uses
Rural and Low Income School Program  <b>\$1.9M</b>	Provides funding for non-competitive grant program for financial assistance to rural districts in implementing initiatives aimed at improving student achievement.	Funding is distributed and calculated by statutory formula and for the 2020-21 school year, 26 school districts have received awards.
Homeless Children and Youth Education  <b>\$1.9M</b>	Provides funding to ensure homeless children, including preschoolers and youths, have equal access to free and appropriate public education (FAPE).	Funding is currently allocated to 2 education service district and 9 school districts to provide comprehensive services to homeless children and youths and their families.

# Oregon Department of Education

## Grant-In-Aid : Closing the Opportunity Gap Grants

### 2021-23 Governor's Recommended Budget

#### Investments

- Increases budget for the Latino/Latina/Latinx and Indigenous (Mexico, Central America, and South America) Student Success Plan by \$2.0 million, bringing the biennial budget for 2021-23 to \$4.1 million. Funding for this increase is supported by revenue from the corporate activity tax that is allocated to the Statewide Education Initiatives Account.
- Adds new investment of \$2.0 million for the implementation of the LGBTQ2SIA+ Student Success Plan. Funding for this increase is supported by revenue from the corporate activity tax that is allocated to the Statewide Education Initiatives Account.



# Oregon Department of Education

## Grant-In-Aid: Student Achievement Grants

### Improving Student Achievement

ODE provides resources and technical assistance to schools and communities in helping all Oregon students be successful. At the heart of this effort are policies, practices, and procedures that translate into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families, including civil rights protected students.



**Jennifer Patterson**  
Assistant Superintendent  
Teaching, Learning and  
Assessment



**Scott Nine**  
Assistant Superintendent  
Education Innovation and  
Improvement

# Oregon Department of Education

## Grant-In-Aid: Student Achievement Grants

The Department administers \$11.2 million in programs that support students through early literacy, physical education, and college readiness and preparation, as well as over \$1.3 billion (including over \$1.0 billion from the Student Success Act) in resources for programs aimed at:

- Reducing student chronic absenteeism
- Increasing academic achievement for all students
- Meeting student mental or behavioral health needs
- Reducing academic disparities for historical underserved populations
- Providing technical assistance and best practices for schools



# Oregon Department of Education

## Grant-In-Aid: Student Achievement Grants

### Improving Student Achievement

2021-23 Current Service Level (in millions)	GF	OF	OF-CAT*	FF	Total
Early Reading Grants	\$0.4	\$0.0	\$0.0	\$0.0	\$0.4
Supporting Accelerated Learning Opportunities	\$2.9	\$0.0	\$0.0	\$0.0	\$2.9
Accelerated College Credit Instructor Grant Program	\$0.0	\$0.3	\$0.0	\$0.0	\$0.3
Regional Promise Grants	\$3.4	\$0.0	\$0.0	\$0.0	\$3.4
Physical Education Grants	\$1.5	\$3.0	\$0.0	\$0.0	\$4.5
Chronic Absenteeism Grants ("Every Day Matters" campaign)	\$6.8	\$0.0	\$0.0	\$0.0	\$6.8
High School Success Grants (Measure 98)	\$0.0	\$170.6	\$136.7	\$0.0	\$307.3
Student Investment Account	\$0.0	\$0.0	\$986.2	\$0.0	\$986.2
Intensive Coaching through Student Success Teams	\$0.0	\$0.0	\$25.0	\$0.0	\$25.0
Intrafund Transfers of General Fund	\$174.9	\$0.0	\$0.0	\$0.0	\$174.9
Other Federal and Other Fund Grants	\$0.0	\$15.3	\$0.0	\$89.8	\$105.1
<b>Total Student Achievement Grants</b>	<b>\$189.9</b>	<b>\$189.2</b>	<b>\$1,147.9</b>	<b>\$89.8</b>	<b>\$1,616.8</b>

\* Corporate activity tax dedicated to support the Student Success Act of 2019.



# Oregon Department of Education

## Grant-In-Aid: Student Achievement Grants

### Early Reading Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
\$0.4 million	-		-	\$0.4 million

- The 2013 Legislative Assembly authorized funding for the Oregon Early Reading programs, which funded Early Reading grants to create programs designed to improve children's early literacy skills and increase school readiness.
- Reach Out to Read (ROR) (\$78,225) enables parents to consult with primary care physicians during well-child visits to receive support and best practices for engaging their child(ren) in reading
- Start Making a Reader Today (SMART) (\$283,311) programs pairs adult volunteers with children for weekly one-on-one reading sessions aimed at supporting children's efforts to read independently.
- Collectively, these grants helped provide 304,029 books to underserved children, ages 0 to grade 3 during the 2019-20 school year, and mobilized around 4,500 volunteers.
- Both ROR and SMART were eliminated for 2020-21 through SB 5723 (Second Special Session of 2020).

\* Corporate activity tax dedicated to support the Student Success Act of 2019.



# Oregon Department of Education

## Grant-In-Aid: Student Achievement Grants

### Supporting Accelerated Learning Opportunities

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
\$2.9 million	-	-	-	\$2.9 million

- ORS 340.300 requires school districts to provide students grades 9 through 12 with accelerated college credit programs.
- One of the significant barrier for students, particularly low-income students, is the fee required to take the examinations that demonstrate their proficiency in the course of study and to obtain college credit.
- In 2013, funding was established through Supporting Accelerated Learning Opportunities to enable students, particularly those of low-income, to achieve college credit courses while still in high school, and increase their preparation for college.
- In 2019-20, funding provided 28,939 AP exams and 6,541 IB exams, including 5,047 AP exams and 1,151 IB exams that were for low-income students.
- The funding for the second year of the 2019-21 biennium was eliminated through SB 5723 (Second Special Session of 2020).

# Oregon Department of Education

## Grant-In-Aid: Student Achievement Grants

### Accelerated College Credit Instructor Grant Program

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	\$0.3 million	-	-	\$0.3 million

- ORS 340.320 establishes the Accelerated College Credit Instructor Grant Program to provide grants to school districts, education service districts, community colleges, or public post-secondary institutions in the state for the purposes of providing education or training to teachers who will provide or will be providing instruction in accelerated college credit programs.
- In 2019-21, nine education service districts were awarded funds to reimburse teachers for tuition costs as those teachers work toward qualification to teach dual credit courses within their high schools.
- In addition, small grants were provided to three universities to enhance opportunities for teachers to take courses needed in order to teach dual credit in their high schools.
- The Accelerated College Credit Instructor Grant Program was eliminated for 2020-21 through SB 5723 (Second Special Session of 2020).

# Oregon Department of Education

## Grant-In-Aid: Student Achievement Grants

### Regional Promise Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
\$3.4 million	-	-	-	\$3.4 million

- Regional Promise grants develop and/or expand consortia of education service districts, school districts, and post-secondary institutions to create additional opportunities for high school students to participate and earn credit in college-level courses.
- Each consortium had to serve at least 10,000 students or 50% or more of the 5th-12th grade students in school districts within participating consortia.
- In 2019-21, a total of 9 grants have been awarded: Clackamas Community College, High Desert ESD, InterMountain ESD, Lane ESD, Linn-Benton Lincoln ESD, Mt Hood Community College, Northwest Regional ESD, Southern Oregon ESD, and Willamette ESD.
- The Regional Promise Program was eliminated for 2020-21 through SB 5723 (Second Special Session of 2020).



# Oregon Department of Education

## Grant-In-Aid: Student Achievement Grants

### Physical Education Grant Program

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
\$1.5 million	\$3.0 million	-	-	\$4.5 million

- ORS 329.501 established grants for school districts and public charter schools to be used for the purposes of supporting activities related to meeting the physical education requests for students in kindergarten through Grade 8 (ORS 329.496).
- The grant is funded by a combination of General Fund and revenues transferred from the Department of Administrative Services related to the Tobacco Master Settlement Agreement of 1998 (ORS 323.800).
- In 2019-21, ODE provided 53 grants to school districts and charter schools to support K-8 schools in meeting their physical education requirement.



# Oregon Department of Education

## Grant-In-Aid: Student Achievement Grants

### Chronic Absenteeism Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
\$6.8 million	-	-	-	\$6.8 million

The Chronic Absenteeism grant program, established in 2015, provides \$6.8 million at current service level to implement Oregon's Chronic Absenteeism Plan and provides funds to districts with high rates of absenteeism.



# Oregon Department of Education

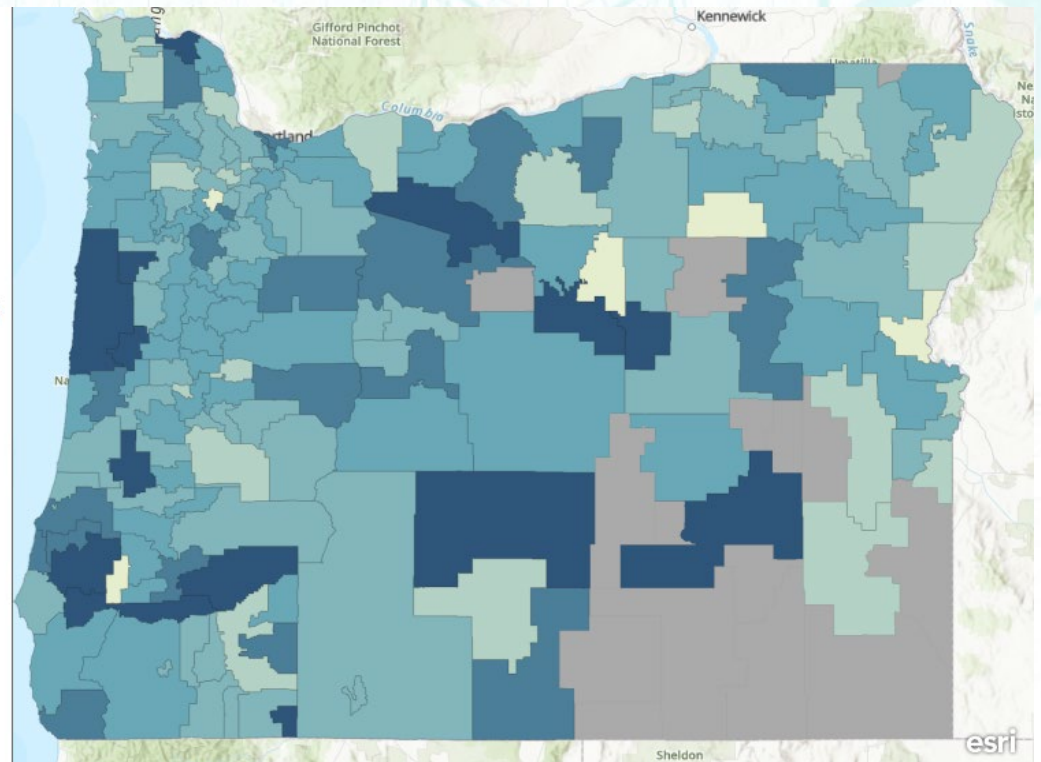
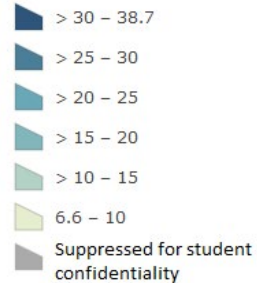
## Chronic Absenteeism Grants

### Where Are Students Chronically Absent in Oregon?

#### Did You Know?

In 2018-19,  
**112,588 students**  
 (20.4%) were  
 absent for 10% or  
 more of their  
 enrolled days.

#### 2018-19 Chronic Absenteeism Rate



# Oregon Department of Education

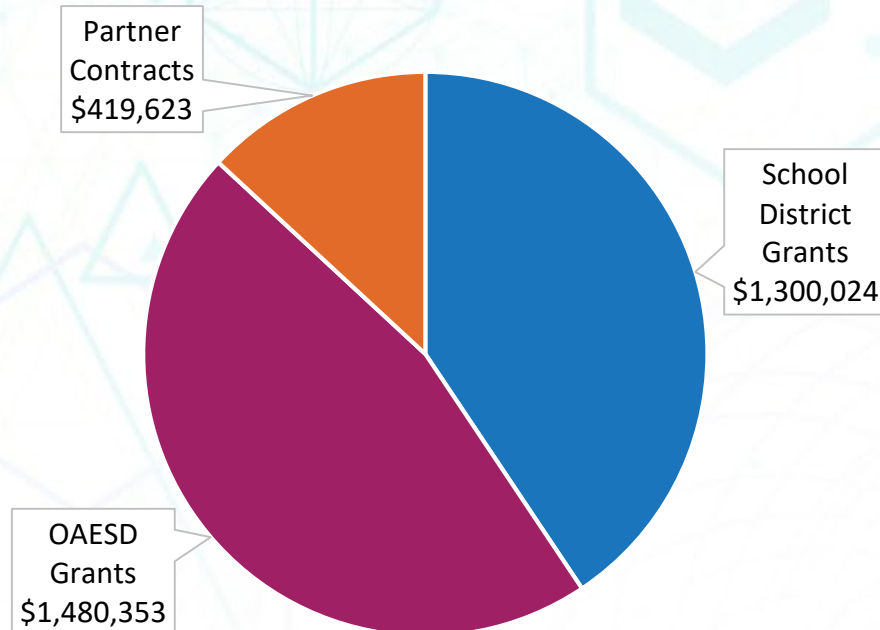
## Chronic Absenteeism Grants

### How is the grant administered?

#### For 2019-21:

- ODE continued working directly with 27 school districts identified for targeted support in 2017-19 with the highest rates of chronic absenteeism.
- School districts received grants ranging from \$27,000 up to \$200,000 (2020 adjusted)
- Oregon Association of Education Service Districts (OAESD) spent \$1.5 million on statewide support through regional, ESD-housed, plans
- Through SB 5723 (Second Special Session of 2020), funding was eliminated for the second year of the 2019-21 biennium (from \$6.4 million to \$3.2 million).

#### Funding for 2019-21 (\$3.2 million)





# Oregon Department of Education

## Chronic Absenteeism Grants

### Chronic Absenteeism Grants – Outcome Highlights

In a rural district, high school students who had chronic absence issues began attending 100% of the time after building strong relationships with school staff subsequent to district focus on attendance.

In a small, more rural district, one family experiencing houselessness had students in grades 1 and 3. These students had attendance rates between 60% to 70%. By working with the students on what mattered to them, these students became regular attenders.

In central Oregon, one student had 30% attendance. Focusing on the root cause brought to light that the student had one pair of clothes that were washed daily. Providing support for the family and access to resources has resulted in that student's attendance improving to 70%.

In one metro district, chronic absenteeism had decreased by more than 2% mid-year through the 2019-2020 school year. This was down almost 5% from the 2017-2018 school year.



# Oregon Department of Education

## Grant-In-Aid: Student Achievement Grants



### High School Success Grants (Measure 98)

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	\$170.6 million	\$136.7 million	-	\$307.3 million

**Eligibility for Fund** - All recipients must demonstrate eligibility for funds, including:

1. Teacher Collaboration Time around Data
2. Equitable Assignment of Students to Advanced Courses
3. Systems Ensuring On-Time Graduation
4. Practices to Reduce Chronic Absenteeism

**Program Areas** - Depending on the level of funding, recipients must spend funds in three program areas:

1. Drop-Out Prevention
2. Career & Technical Education
3. College-Level Opportunities

**Equity** - While not originally called out in the law, ODE staff included equity considerations in the needs assessment, application process and peer review.



# Oregon Department of Education

## High School Success Grants



### Ballot Measure 98

Goal: Improve graduation rates

Passed with 65% voter support (November 2016)



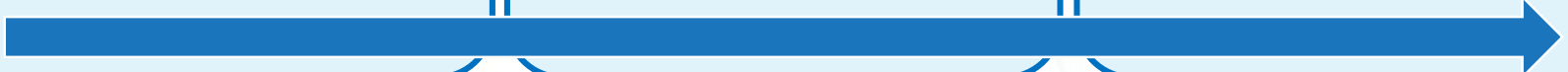
### High School Success Fund

\$299.4 million total  
(2019-2021)

Designed to support district & charter schools serving students in grades 9-12.



Submission of Plans to Establish or Expand:



# Oregon Department of Education

## High School Success Grants



### What's in a High School Success Plan?

(Covers a minimum of 4-years)

Description of Eligibility

Goals & Activities

Short & Long-Term Outcomes

### How are Plans Reviewed and Approved?

Peer Review

Equity Check

ODE Approval

### How will Success be Measured?

(Annual Review of Performance Targets & Intended Outcomes)

Graduation Rates

Ninth Grade On-Track

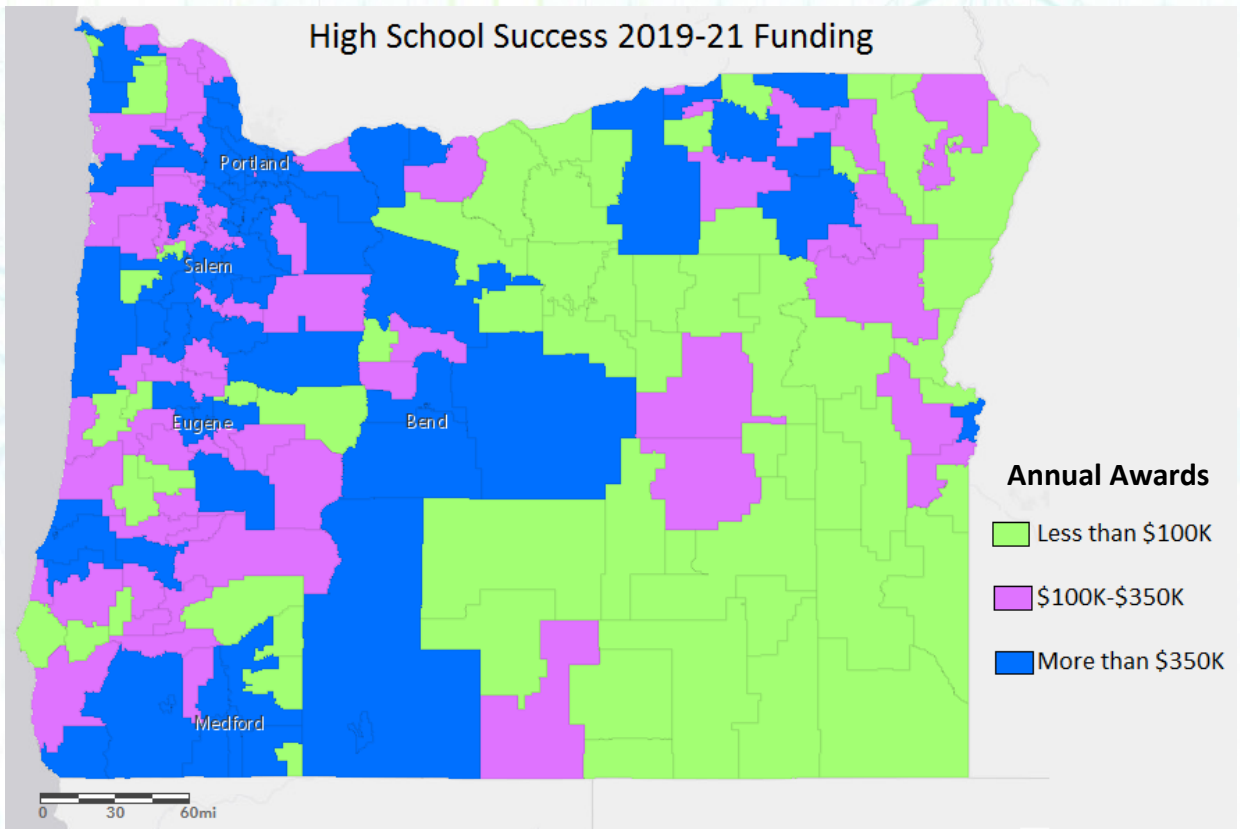
Dropout Rate

Regular Attendance

5-Year Completion Rate

# Oregon Department of Education

## High School Success Grants





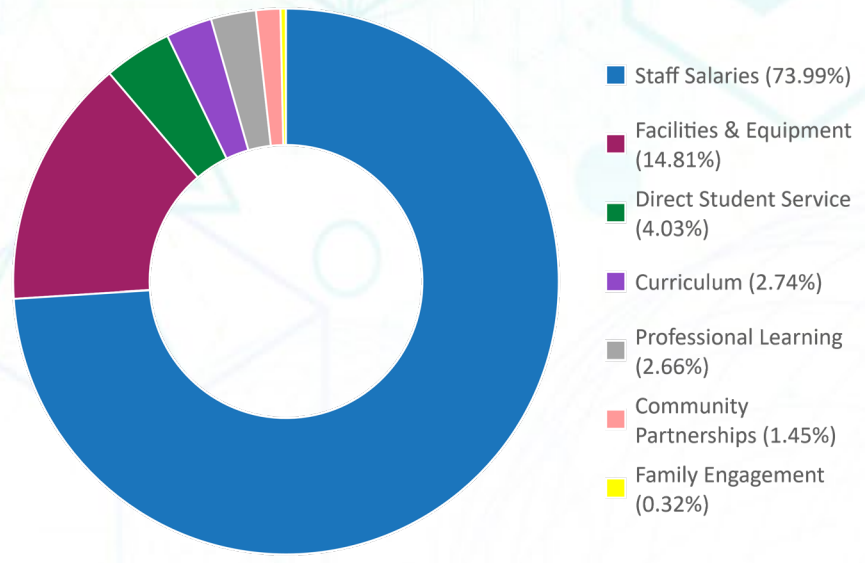
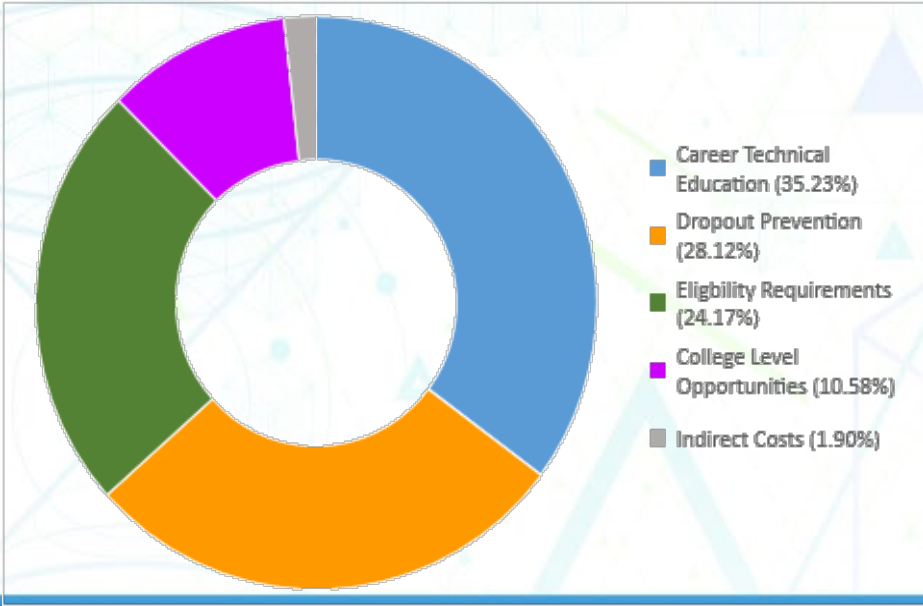
# Oregon Department of Education High School Success Grants



## How are recipients allocating funds?

\$299.4 million

2019-21 Biennium Projected Expenditures



# Oregon Department of Education

## High School Success Grants



*We have increased Career and Technical Education pathways, expanded early college opportunities/online college courses, targeted absenteeism, and developed data analysis methods to better inform system change. Most importantly, it has strengthened our partnerships between our students, families and entire school community.*

*-Wes Owens, Sherman County SD*

### Top Uses of Funds

- Establishing or continuing to support Ninth Grade on-Track Teams. These teams review student data and work to provide the academic and social-emotional supports.
- Establishing or Expanding Career and Technical Education Programs. Students will have increased opportunities to engage in learning which integrates technical skills with academic content.

# Oregon Department of Education

## High School Success Grants



### 2020 Secretary of State Audit

“ODE held a robust and effective planning process, resulting in 230 recipients with approved plans.”

“High School Success program staff are deliberate about involving staff from other ODE programs.”

“The High School Success team supported districts and charter schools effectively through the plan development, application, and change process.”

“The High School Success team thoughtfully applied ODE’s equity lens to recipients’ self-assessments, plan development, and application processes.”

“The team laid a solid foundation for the program’s implementation.”

# Oregon Department of Education

## Grant-In-Aid: Student Achievement Grants

### Student Investment Account

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	\$986.2 million	-	\$986.2 million

- The Student Investment Account (SIA) was created through the Student Success Act (HB 3427) for the purpose of:
  - ✓ Meeting students' mental or behavioral health needs
  - ✓ Increasing academic achievement for students, including reducing academic disparities for students that have historically been impacted as determined by the State Board of Education
- The SIA is funded by the corporate activity tax (CAT) through a designated distribution of resources and a current service level budget of \$986.2 million for 2021-23.
- Distribution of resources to eligible recipients are governed by a statutorily defined non-competitive formula that follows the State School Fund formula with a double weight for poverty.
- The 2019-21 Legislatively Adopted Budget was approved at \$472.7 million for year 2 of the biennium; however, SB 5723 (Second Special Session of 2020) reduced this amount to \$150.0 million.

\* Corporate activity tax dedicated to support the Student Success Act of 2019.



# Oregon Department of Education

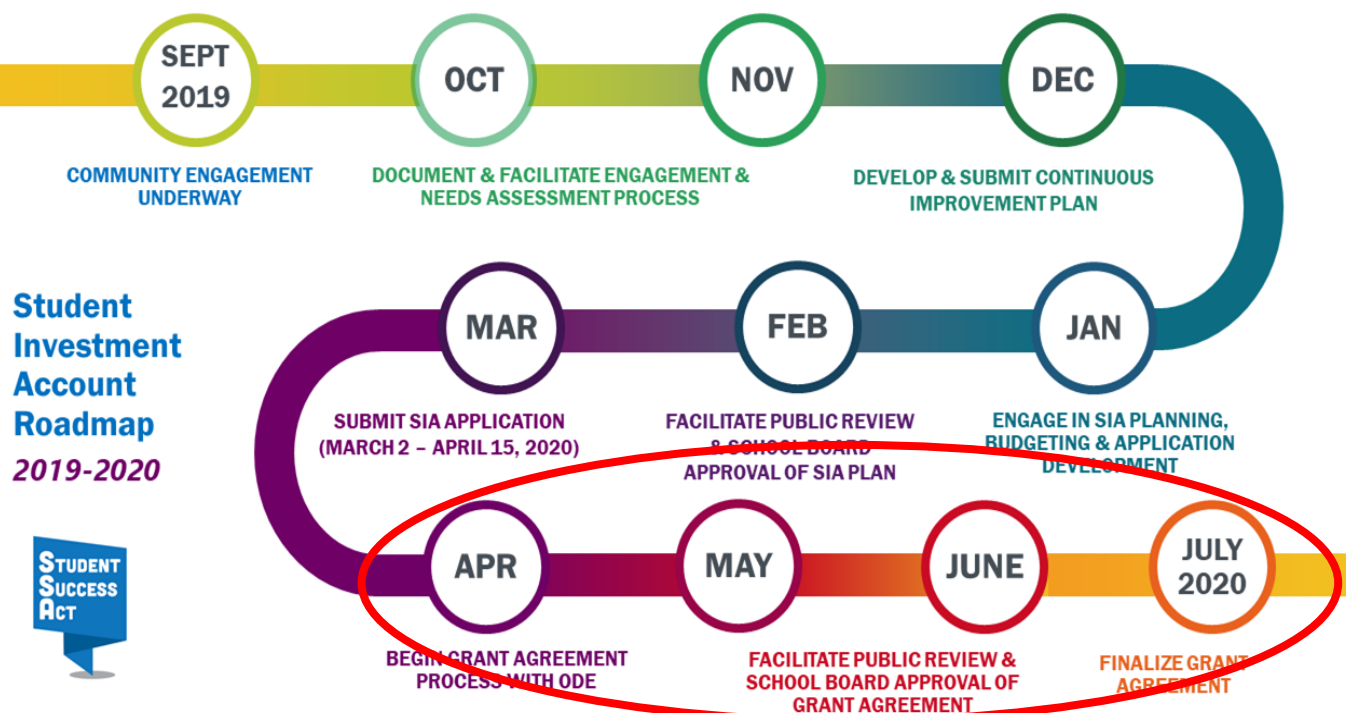
## Student Investment Account

### SIA Eligibility Requirements

- All Oregon school districts and eligible charter schools are able to apply for the non-competitive SIA grant funds as calculated through the funding formula.
- To apply for funding for the 2020-21 school year, school districts and eligible charter schools were required to submit an SIA application.
- The SIA application process requires all eligible applicants to engage focal student groups, their families, the broader community, and staff to gather input to inform their SIA plan, including planned investments within the allowable use areas.
- Applicants can lose access to their grant funds if they don't complete the required engagement process, or are unresponsive during ODE's application review.

# Oregon Department of Education

## Student Investment Account



### COVID Impacts

- ✓ Starting in April, timeline delayed while awaiting clarity from Legislature
- ✓ Reduction in funding for 2020-21 school year from \$472 M to \$150 M
- ✓ Release of Longitudinal Performance Growth Targets for 2020-21 school year only
- ✓ Encouragement from Legislature for applicants to prioritize meeting mental or behavioral health needs
- ✓ SIA Plan Adjustments and Amendment process for 2021-23 biennium

# Oregon Department of Education Student Investment Account

## COMMUNITY ENGAGEMENT



**District-wide Black Student Union Family Night**  
 Hosted By:  
 Dr. Lisa McCall, Assistant Superintendent  
 Amber Fields, Director of Secondary  
 Zinnia Uri, District Equity & Inclusion Coordinator

**Community Discussion:**  
*How do you believe SSA funds should support our Black Students & Families?*

BSU MEMBERS AND FAMILIES ARE INVITED TO DISCUSS THE BSU AFFINITY PROGRAM AND OPPORTUNITIES TO EXPAND WITH THE STUDENT SUCCESS ACT - STUDENT INVESTMENT ACCOUNT

**JANUARY 28, 2020 | 6 PM - 8 PM**  
 DISTRICT OFFICE, 6960 SW SANDBURG ST.  
 TIGARD, OR 97223

RSVP at [bit.ly/2R2uqn5](https://bit.ly/2R2uqn5) or Scan

Questions? Please contact  
 Zinnia Uri, District Equity Coordinator  
 (503) 531-4183, [juni@tsd.k12.or.us](mailto:juni@tsd.k12.or.us)  
 Octavia Home, BSU Advisor  
[ohome@tsd.k12.or.us](mailto:ohome@tsd.k12.or.us)

Raffle Door Prizes

Dinner will be served





# Oregon Department of Education

## Student Investment Account

### SIA Implementation Status

- 207 applications received from school districts and eligible charter schools (210 were eligible).
- Of the applications submitted, 202 (or 98%) have received full review by ODE.
- 182 of the total applications received have been provided a grant agreement, with 142 having been fully executed.
- 56 of those with fully executed agreements have received the first 40% of their grants funding.
- All recipients will have until June 30, 2021 to expend their grant funds with an option to make a request to ODE for a three month extension.
- Any funds not expended by September 30, 2021 will be returned to the Department to be reallocated in the 2021-23 biennium with legislative approval.



# Oregon Department of Education

## Student Investment Account

### SIA Work in Progress

- Reviewing programmatic and financial progress reports submitted by recipients by 1/31/21
- Launching an RFP for SIA Technical Assistance and Coaching dollars
- Releasing a refresh of the Community Engagement Toolkit in February 2021
- Recruiting and hiring of additional teammates
- Creating alignment with other initiatives

# Oregon Department of Education

## Grant-In-Aid: Student Achievement Grants

### Intensive Coaching through Student Success Teams

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	\$25.0 million	-	\$25.0 million

- The Student Success Act established an Intensive Coaching Program (ICP) “for school districts with the highest needs in the state.”
- The ICP represents an evolution from some past coaching models, and strives to set the right balance between support and accountability.
- The 2019-21 Legislatively Adopted Budget was approved at \$12.0 million for year 2 of the biennium; however, SB 5723 (Second Special Session of 2020) reduced this amount to \$4.0 million.
- The decision was made to implement this program at the start of the 2021-23 biennium to ensure enough time to establish an effective program framework.
- Staff are currently in the process of finalizing recruitment processes for Student Success Team stewards; finalizing a list of eligible districts to begin invitations; and establishing grant agreements for participant districts.
- When fully implemented, the Department anticipates that \$25 million of grants and supports will be provided to between 5 to 8 highest-need school districts in the state.

\* Corporate activity tax dedicated to support the Student Success Act of 2019.

# Oregon Department of Education

## 2021-23 Governor's Budget: Student Achievement Grants

### 2021-23 Governor's Recommended Budget

#### Technical Adjustments

- Decrease of \$523,453 in Other Funds limitation due to technical budget adjustments.

#### Reductions

- Reduces the Student Investment Account by \$207,327,640 due to a decline in expected revenue from the corporate activity tax.
- Elimination of the Regional Promise Grants, SMART Program, and Accelerated College Credit Instructor Grant Program for a total budget decrease of \$4,218,479, as identified in SB 5723 (Second Special Session of 2020).
- Reduction of \$1,259,527 General Fund in the Physical Education Grant Program used to support school districts and charter school meet state physical education requirements.
- Reduction of \$1,371,039 from Supporting Accelerated Learning Opportunities for reimbursement of AP and IB testing fees for low income students.

# Oregon Department of Education

## 2021-23 Governor's Budget: Student Achievement Grants

### 2021-23 Governor's Recommended Budget

#### Investments

- Increases the High School Success Fund by \$7,269,120 with a General Fund Transfer of Funds and additional revenue from the corporate activity tax to support the relative growth percentage of the State School Fund increase proposed in Governor's Budget.
- Increase of \$4,075,545 to account for the General Fund Transfer to the High School Success.



# Oregon Department of Education

## Grant-In-Aid: District Capacity & Technical Assistance Grants

### Supporting Capacity for Service Delivery

ODE depends on collaboration with its many education partners in fostering excellence and equity for Oregon students. As part of this collaboration, it is critical that our partners have the necessary capacity and support to deliver and sustain critical services for all children and students.



**Rick Crager**  
Assistant Superintendent  
Finance and Information  
Technology



**Scott Nine**  
Assistant Superintendent  
Education Innovation and  
Improvement

# Oregon Department of Education

## Grant-In-Aid: District Capacity & Technical Assistance Grants

ODE administers five programs through four different offices, which provide funding that directly supports school districts and/or education service districts (ESD) in building and sustaining the necessary best practices, systems, and safety measures that help ensure quality services to Oregon's children and students. These programs include:

- ESD Student Investment Account (SIA) Technical Assistance Support Grants
- Early Indicator and Intervention Systems
  - ✓ System Grants
  - ✓ Technical Assistance
- Statewide School Safety & Prevention Systems
- Healthy Schools Facilities Fund
- Foster Care Transportation Grants



# Oregon Department of Education

## Grant-In-Aid: District Capacity & Technical Assistance Grants

### District Capacity & Technical Assistance Grants

2021-23 Current Service Level (in millions)	GF	OF	OF-CAT*	FF	Total
ESD Technical Assistance SIA Support Grants	\$0.0	\$0.0	\$41.1	\$0.0	\$41.1
Early Indicator and Intervention Systems	\$0.0	\$0.0	\$5.7	\$0.0	\$5.7
Statewide School Safety & Prevention	\$0.0	\$0.0	\$3.6	\$0.0	\$3.6
Healthy School Facilities Fund (State School Fund Transfer)	\$0.0	\$2.0	\$0.0	\$0.0	\$2.0
Foster Care Transportation Grants	\$0.0	\$2.1	\$0.0	\$0.0	\$2.1
<b>Total District Capacity &amp; Technical Assistance Grants</b>	<b>\$0.0</b>	<b>\$4.1</b>	<b>\$50.4</b>	<b>\$0.0</b>	<b>\$54.5</b>



# Oregon Department of Education

## Grant-In-Aid: District Capacity & Technical Assistance Grants

### ESD SIA Technical Assistance Support Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	\$41.1 million	-	\$41.1 million

- ORS 327.254 (1)(L) and (2)(a-e) provides for funding from the corporate activity tax to support Education Services Districts in delivering technical assistance to school districts in their region.
- Technical assistance includes support and training in developing, implementing, and reviewing District Plans for the Student Investment Account (SIA), as well as support and coordination between the district and ODE for ongoing technical assistance and coaching to school districts.
- ESD funding is determined through a statutory formula defined in ORS 327.254 (a).
- In 2019-21, ESDs were approved for \$24 million to provide support to districts with ESD SIA Liaisons that support the successful submission, approval, and implementation of district applications and plans.
- Funding for ESD Technical Assistance was reduced by \$4.0 million through SB 5723 (Second Special Session of 2020).

\* Corporate activity tax dedicated to support the Student Success Act of 2019.



# Oregon Department of Education

## Grant-In-Aid: District Capacity & Technical Assistance Grants

### Early Indicator and Intervention Systems

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	\$5.7 million	-	\$5.7 million

- ORS 327.367 (1) creates a grant program to assist school districts with implementing early indicator and intervention systems (EIS) to help students stay on track to graduate from high school.
- EIS systems can provide educators with quality and customizable tools to monitor data points and analyze key indicators of student progress, attendance and behavior, as well as the ability to monitor the effectiveness of interventions.
- \$3.6 million is available to school districts and charter schools based on their respective average daily membership, multiplied by \$3.
- In 2019-21, ODE made available grants to 127 school districts and charter schools.
- To support recipients of EIS grants, an additional \$2.1 million is allocated to provide technical assistance for activities identified in ORS 327.367 (3).

# Oregon Department of Education

## Grant-In-Aid: District Capacity & Technical Assistance Grants

### Statewide School Safety and Prevention

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	\$3.6 million	-	\$3.6 million

- ORS 339.341 creates a statewide school safety and prevention system to strengthen safety in Oregon schools by:
  - ✓ Providing assistance in decreasing youth acts of harassment, intimidation, bullying and cyberbullying.
  - ✓ Providing assistance in decreasing youth suicidal behavior through the implementation of effective prevention programs and student wellness programs that focus on early identification and intervention by school safety and prevention specialists.
  - ✓ Providing assistance in implementing a multidisciplinary student safety assessment system to identify, assess and support students who present a potential risk for violence to others.
  - ✓ Promoting and using the statewide school safety tip line established by ORS 339.329.
- System supports Adi's Act (ORS 339.343), to address youth suicide and destigmatize mental health struggles.
- For 2019-21, \$1.6 million in grants have been awarded to 13 grantees for School Safety and Prevention Systems and/or Suicide Prevention Specialists.

# Oregon Department of Education

## Grant-In-Aid: District Capacity & Technical Assistance Grants

### Healthy School Facilities Fund

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	\$2.0 million		-	\$2.0 million

- ORS 332.337 established the Healthy School Facilities Fund to provide financial assistance to school districts, education service districts and public charter schools in carrying out the adoption, administration and enforcement of plans described in ORS 332.331, including but not limited to the conducting of testing and exposure reduction activities.
- Through ORS 327.008 (18), approved in 2019 and made effective July 1, 2020, there is \$2.0 million per biennium (beginning with 1.0 million in 2019-21) transferred from the State School Fund to the Healthy Schools Facilities Fund solely for reimbursing schools for costs associated with testing for elevated levels of lead in water used for drinking or preparation.
- ODE, in partnership with school districts, has developed a mandatory testing schedule starting July 1, 2020 that ensures all school facilities are tested for lead in water at least once every six years.
- Based on the schedule of district testing, there is sufficient funds designated to the Healthy School Facilities Fund to allow for reimbursement of all testing fees.



# Oregon Department of Education

## Grant-In-Aid: District Capacity & Technical Assistance Grants

### Foster Care Transportation Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	\$2.1 million	-	-	\$2.1 million

- Transportation costs for qualifying K-12 students is partially reimbursed through the State School Fund at 70%, 80%, and 90% rates.
- School districts are required to ensure all foster care students are provided transportation to their school district of origin.
- For all remaining costs of transportation for foster care students not reimbursed through the State School Fund (10%, 20%, and 30%), ODE will cover the balance through federal matching funds transferred from the Department of Human Services using Title XIX Medicaid funds.
- For the 2019-20 school year, the Department has provided approximately \$930,000 in reimbursements for transporting 799 foster care students to their district of origin to attend classes. It is estimated that districts will log in excess of 50,000 miles in transporting these students to maintain educational and community continuity.

# Oregon Department of Education

## 2021-23 Governor's Budget: District Capacity & Technical Assistance

### 2021-23 Governor's Recommended Budget

#### Technical Adjustment

- Reductions of \$259,318 for technical assistance in the Early Indicator and Intervention System to establish a position to administer the program - as approved during the Second Special Session of 2020.

#### Reductions

- Reductions of \$4,172,000 for the ESD Technical Assistance Grant Programs as identified in SB 5723 (Second Special Session of 2020)

#### Investments

- Increase of \$12,460,000 for grants and contracts that will support digital learning and innovated approaches for educators to provide students with personalized learning, computer science, blended learning, and online e-learning that is adapted to meet their needs.
- Increase of \$28,508,489 in Federal Funds for the remaining Elementary and Secondary School Emergency Relief (ESSER) Fund awarded in 2019-21 for emergency assistance in responding to COVID-19.



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

# Capital Financing and Debt Service



# Oregon Department of Education

## Capital Financing and Debt Service

### Safe and Accessible School Facilities

A growing body of research has found that school facilities can have a profound impact on student outcomes. School facilities affect health, behavior, engagement, learning, and growth in achievement. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs. ODE administers two capital financing programs that focus on leveraging additional resources to adequately address capital improvements and deferred maintenance for Oregon's schools, including the Oregon School for the Deaf.



**Rick Crager**  
Assistant Superintendent  
Finance and Information  
Technology

# Oregon Department of Education

## Capital Financing and Debt Service

### Oregon School Capital Improvement Matching Program

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	-	-	-

- OSCIM was created through the passage of SB 447 (2015) to assist school districts in passing local bonds targeted for addressing capital improvements in their schools and districts.
- OSCIM provides matching grant funds that are financed from the sale of state general obligation bonds authorized by Article XI-P of the Oregon Constitution.
- The 2021-23 current service level for OSCIM is zero since reinvestment of capital bonding programs must be reauthorized by the Legislature each biennium; however, there remains outstanding obligations from previous matching grant commitments.
- ODE provides up to \$8.0 million in a state grant commitment to match against local school district bond measures targeted for capital improvement of school facilities.
- School districts use the state matching commitment during their local election campaign to incentivize voters to pass bonds and receive the state matching grant.

\* Corporate activity tax dedicated to support the Student Success Act of 2019.

# Oregon Department of Education

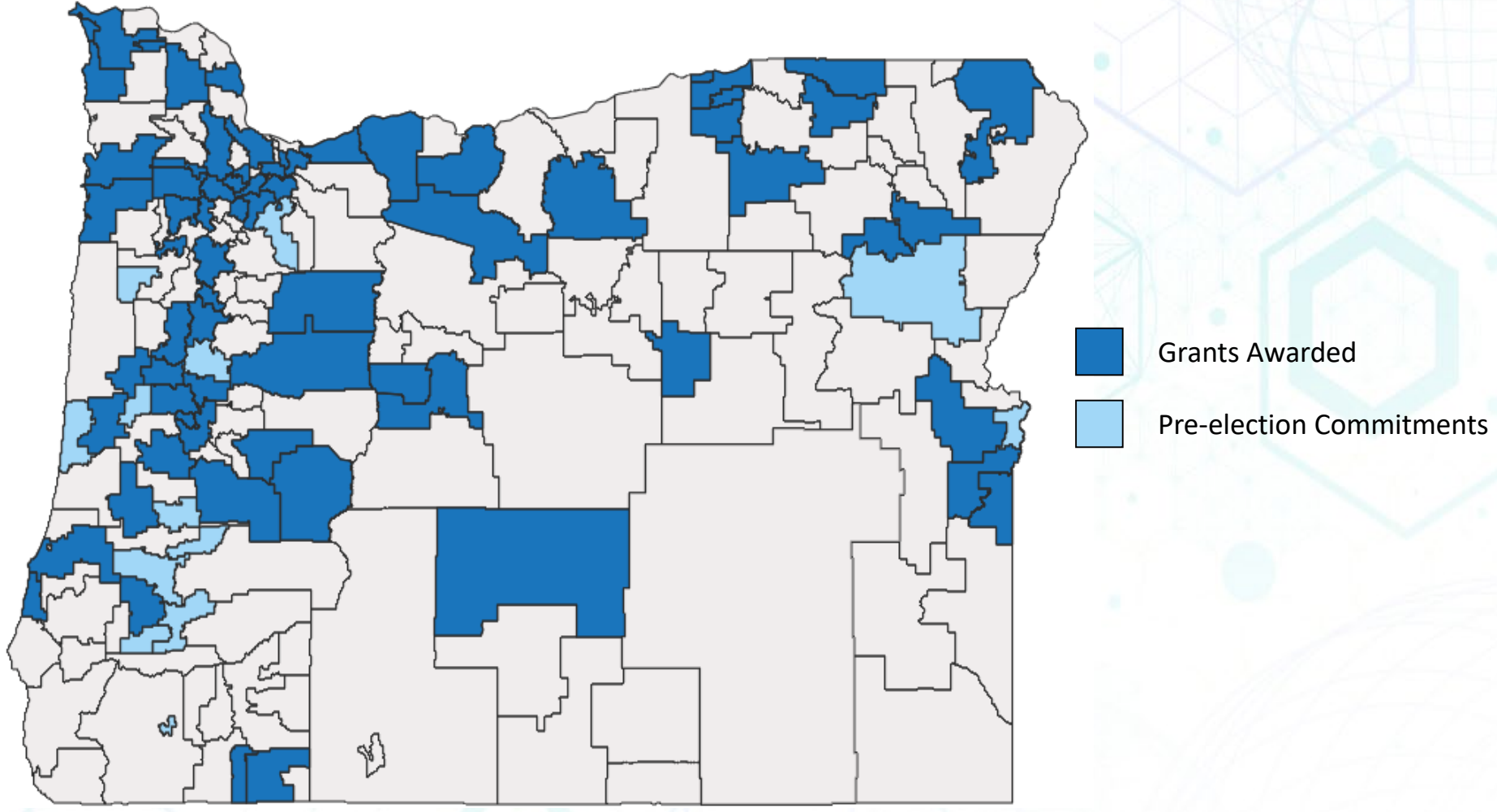
## Capital Financing and Debt Service

### OSCIM Results:

- Since May 2016, the OSCIM Program has provided \$340 million in state matching grants awards and commitments to 77 school districts.
- \$340 million in state resources has incentivized and matched a total of \$17 billion in local resources - \$50 of local resource for every \$1.00 in state resource.
- 50 of the 77 school districts (65 percent) have under 2,500 student in their district.
- These types of projects also have a positive impact on both state and local economies in terms of increases in wages, purchasing, and tax revenues generated from the project.
- Of the 77 school districts that have received a state match commitment or award, 36% had not passed a local school bond since prior to 1998.



# Oregon School Capital Improvement Matching Program (OSCIM) GRANT RECIPIENTS BY COUNTY



# Oregon Department of Education

## Capital Financing and Debt Service

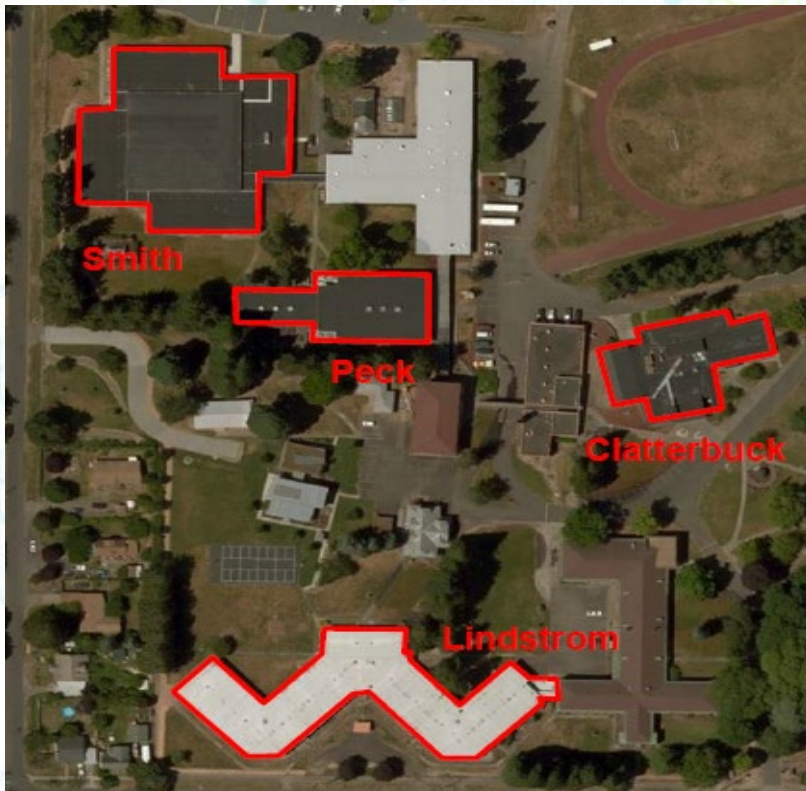
### Oregon School for the Deaf - Capital Improvement Projects

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	-	-	-

- ODE operates the Oregon School for the Deaf which sits on a 40-acre campus with 18 buildings that house a variety of educational, recreational, cultural, and residential services for approximately 100 students and 82 staff.
- In addition, the OSD campus also provides leased space for two charter schools, and a head start program, accounting for an additional 300 or so students, plus staff.
- With aging facilities and a growing list of deferred maintenance, the 2017 Legislature allocated \$4.3 million to address the most critical capital improvement projects from an assessment that identified \$17 million in needs.
- The capital improvements were funded through issuance of XI-Q State General Obligation Bonds and was targeted to address roof replacements and ADA-compliant accessibility of restrooms.

# Oregon Department of Education

## Capital Financing and Debt Service



AERIAL PHOTO OF OSD CAMPUS HIGHLIGHTING  
CLATTERBUCK, PECK, LINDSTROM, AND SMITH BUILDINGS

### OSD ROOF PROJECTS

- ✓ ODE was able to replace the four roofs that support OSD's primary education activities.
- ✓ The project began in July 2018 and was completed in November of 2019.
- ✓ The overall cost of all four roofs was just over \$2.0 million.
- ✓ The Facilities Condition Index for all four buildings has improved with the Peck Gym improving by 50%.



# Oregon Department of Education

## Capital Financing and Debt Service



### ADA UPGRADES PROJECT

OSD students locker rooms available through an underground basement, with a variety of accessibility and functional challenges.



# Oregon Department of Education

## Capital Financing and Debt Service

### ADA UPGRADES PROJECT

With the use of approximately \$2.2 in bond proceeds, OSD will unveil this Spring its new locker room, as well as ADA upgrades for all restrooms located in the campus primary facilities. all primary campus restrooms.





# Oregon Department of Education

## Capital Financing and Debt Service

### Debt Service

The 2021-23 current service level budget for Debt Service is \$48,238,961, reflecting scheduled principal and interest payments for outstanding XI-P General Obligation bonds for the Oregon School Capital Improvement Matching Program (OSCIM) and XI-Q General Obligation Bonds for capital improvements at the Oregon School for the Deaf.

<b>Debt Service</b>	<b>GF</b>	<b>LF</b>	<b>Total</b>
Principal – Bonds	\$22.0	\$0.0	\$22.0
Interest – Bonds	\$26.2	0.0	\$26.2
<b>Total Operations</b>	<b>\$48.2</b>	<b>\$0.0</b>	<b>\$48.2</b>



# Oregon Department of Education

## Capital Financing and Debt Service

### 2021-23 Governor's Recommended Budget

#### Technical Adjustment

- Increases \$255.0 million in Other Funds expenditure limitation to re-establish spending authority for state matching grants committed in previous biennia through the Oregon School Capital Improvement Matching (OSCIM) Program.

#### Investments

- Increases Other Funds limitation by \$138.2 million for a new authorization of XI-P General Obligation Bonds that provide state matching grants for local school district capital improvement projects.
- Increases Other Funds limitation by \$5.5 million and General Fund Debt Service by \$666,308 for the issuance of XI-Q General Obligations Bonds that address capital improvements at the Oregon School for the Deaf for new windows, an updated fire alarm system, and remaining campus restroom ADA-compliant upgrades.
- New authorization of \$17,734,142 in lottery-backed Bonds that will capitalize the Connecting Oregon School Fund and provide matching grants that leverage Federal E-rate funding for infrastructure projects designed to create or improve internet connectivity for schools.



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

# Legislatively Requested 10% Reduction Options

# Oregon Department of Education

## 10% Reduction Plan

**Reduction Targets:** The 2021-23 current service level for General Fund and Lottery Funds (less debt service) is \$9.17 billion. Based on this funding level, the table below represents the dedicated portions for the Early Learning Division (ELD), Youth Development Division (YDD), and the balance of the Department, along with their respective 10% reduction targets.

Department and Divisions	GF/LF Budget	10% Reduction
Early Learning Division	\$281.1	\$28.1
Youth Development Division	\$17.9	\$1.8
Oregon Department of Education	\$8,870.2	\$887.0
<b>Total General Fund and Lottery Funds Budget</b>	<b>\$9,169.2</b>	<b>\$916.9</b>

The ELD and YDD presented their 10% Reduction Plan in their portions of the presentation.



# Oregon Department of Education

## 10% Reduction Plan

### ODE Reduction Plan Summary

The ODE detailed 10% Reduction Plan has been provided to the Committee, however, the following represents a summary. **Target = \$887.0 million**

#### **Level 1 Reductions: \$5.5 million reductions to Operations and Oregon School for the Deaf**

- ✓ Elimination of non-personnel inflationary cost.
- ✓ Targeted reductions to general office expenses and travel achieved through administrative restrictions.
- ✓ Targeted professional services reductions to technical assistance and student assessment contracts.
- ✓ Increase salary savings generated through hiring restrictions.

#### **Level 2 Reductions: \$1.6 million reductions for inflationary cost for Grant-In-Aid.**

#### **Level 3 Reductions: \$50.7 million reductions and program elimination in Grant-In-Aid**

- ✓ Reduction of \$10.5 million (including staffing) for the Farm to School Program.
- ✓ Elimination of three Student Achievement Grant Programs (including staffing) totaling \$4.2 million.
- ✓ Reduction of \$8.1 million (including staffing) in STEM and CTE Related Programs.
- ✓ Reduction of \$1.1 million in Vision Screening reimbursements.
- ✓ Reduction of \$26.8 million for Chronic Absenteeism and High School Success Grants.

#### **Level 4 Reductions: \$829.2 million reduction to State School Fund, including targeted carveouts.**

# Oregon Department of Education

## 2021-23 Cost Containment Strategies

### **Investment in State School Fund System**

- Programming reconfiguration
- Identifying and mitigating redundant operations that create extra time and labor and reduce the risk of error or misstatements
- Creating more effective documentation for both business and systems management
- Establishing blueprint and business plan for systems upgrades and/or replacement

### **Facility System Improvements for Oregon School for the Deaf (OSD)**

- OSD replaced the outdated boiler system with more cost efficient HVAC system
- Current replacement of aging roofs and updates for ADA compliance
- Reducing administrative burden on facility operations, as well as extra utility cost
- Repurposing staff to address deferred maintenance and other facility needs

### **Improved Facility Management & Security Practices**

- Establishing standardized and more effective work environment
- Increasing measures to improve building security and reduce risk
- Establishing employee wellness models and best practices

# Oregon Department of Education

## 2021-23 Cost Containment Strategies



### **Modernizing and Improving Procurement Practices**

- Partnering with other agencies to establish E-procurement model
- Identifying process improvements that enable more efficient turnaround

### **Utilizing Technology for Efficiency**

- Increasing use of webinars to provide statewide training and technical assistance
- Identifying improvements to ODE website to improve customer service
- Seeking federal opportunities to expand statewide connectivity

### **Examining Federal Policies and Programs for Opportunities**

- Seeking out opportunities through ESSA that may reduce administrative burdens or redundancies for both ODE and its partners
- Examining how programs and initiatives can more effectively integrate to avoid redundant processes

### **Maximizing Best Practices and Internal Controls**

- More aggressively using internal audit functions to identify opportunities for business and management improvements; and increasing policy and communication efforts





OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

# 2019-21 Budget Notes

# Oregon Department of Education

## 2019-21 Budget Notes

### **HB 5015 – Related to Consolidation or Elimination of Programs**

*The Oregon Department of Education is instructed to study the various K-12 Grant-in-Aid programs to determine if further programs can be combined with other programs or eliminated. The Department is to identify any barriers or required statutory changes in its study. Groups representing the various K-12 interest groups should be consulted in this effort. The Department is to submit a preliminary report to the Interim Ways and Means Committee by February 1, 2020 with a final report as part of their Ways and Means presentation to the 2021 legislative session.*

- Upon adoption of this budget note, ODE had 88 separate grant programs/initiatives in its budget.
- With the passage of the Student Success Act in 2019, 15 new grant programs/initiatives were added.
- ODE submitted a preliminary report during the 2020 Legislative Session that identified 103 total grant programs, of which 43 were identified as potential candidates for consolidation.
- ODE planned to study these 43 programs in 2020 to issue a final report to Legislature in 2021.
- With COVID, not only was ODE delayed in its analysis, there were also five additional grant/program initiatives approved by Legislature for the Department to administer:
  - Child Care Facilities Expansion
  - Child Care Emergency Relief Assistance
  - Wildfire Relief Loan and Grant Program
  - ESSER School District/ESD Grants
  - Comprehensive Distance Learning Grants
- Of the 43 programs that ODE identified as in-scope, the Governor's budget recommends the elimination of six.
- The remaining 37 are in the final stages of review in which the Department will provide a final recommendation during Phase 2 of its budget hearings.

# Oregon Department of Education

## 2019-21 Budget Notes

### **HB 5047 – Related to Consolidation of Grant Applications for Multiple Programs and Fund Streams**

*The Oregon Department of Education shall explore the potential for combining grant applications, grant agreements, grant monitoring, and reporting for the School District Investment grants established in House Bill 3427 with other programs or grants administered by the agency including grants made from the High School Graduation and College and Career Readiness Fund (Ballot Measure 98), Title I grants where appropriate, and other grant programs identified by the agency. The agency shall report to the 2021 Legislature on the results of this analysis during their Ways and Means presentation on the agency's budget.*

- The Office of Education Innovation and Improvement (OEII), with ODE Operations reorganization, puts several of the key programs most easily aligned alongside each other.
- EII staff have mapped the differing requirements by statute, rule, and in ODE guidance for each of the initiatives in the Office.
- EII staff have identified barriers that exist and generated possible solutions to improve alignment, coordination, and coherence, while reducing administrative burden and increasing clarity of purpose and focus within program administration.
- A full, ultimate consolidation of district plans, requirements, and processes cannot be accomplished without changes to an array of statutes, administrative rules, and ODE operational procedures.
- EII can and is taking concrete steps to operationally improve and streamline the planning, strategy development, program implementation, grant management, and evaluation activities of districts and program grantees within our immediate sphere of operational influence and alignment.
- We see significant opportunity to further align how we support districts in the 22-23 school year.





OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

# Key Performance Measures

# Key Performance Measures

## Summary and Overview

### Key Performance Measures

The Oregon Department of Education has nine Key Performance Measures (KPMs) which are used to measure how effectively the agency programs, technical assistance, policies, and processes are meeting the legislatively approved targets that have been established for improving the outcomes for all children, students, families, and service providers. These KPMs follow ODE's service continuum for children, students, and youth ages 0-24.

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>▪ KPM #1 and #2 – Quality Learning Environment for Early Learning and Development Programs</li><li>▪ KPM #3 – Entering Kindergarten Ready to Learn</li><li>▪ KPM #4 – Ensuring Early Literacy</li><li>▪ KPM #5 – Keeping Students on Track to Graduate</li></ul> | <ul style="list-style-type: none"><li>▪ KPM #6 – Successfully Completing High School</li><li>▪ KPM #7 – Attending College</li><li>▪ KPM #8 – Keeping Students in School</li><li>▪ KPM #9 – Providing High Quality Customer Service to our Partners</li></ul> |
|--|--|

# Key Performance Measures

## Quality Learning Environment for Early Learning and Development Programs

**KPM #1:** Increase the number of early learning and development (ELD) programs participating in the statewide Quality Rating and Improvement System (QRIS). **Target - 50%**

**KPM #2:** Increase the percentage of high quality early learning and development (ELD) programs as measured by the statewide Quality Rating and Improvement System (QRIS) (rated at 3, 4 or 5 star). **Target - 55%**

**KPM #1**  
42%

Fiscal Year	Result
2017	N/A
2018	N/A
2019	40%
2020	42%
<b>Target</b>	<b>50%</b>

**Results:** With the number of programs engaged staying relatively the same as previous years at 3,735, the number of programs participating in the Quality Rating Systems has improved by 2% (1,559) from 2019.

**KPM #2**  
47%

Fiscal Year	Result
2017	45%
2018	50%
2019	48%
2020	47%
<b>Target</b>	<b>55%</b>

**Results:** Of the 1,559 participating in the QRIS, 47% are receiving high quality ratings. While the rate has dropped, the number of high rated programs has remained relatively even in the last three years.



# Key Performance Measures

## Entering Kindergarten Ready to Learn

**KPM #3:** Increase performance of entering kindergarten students on the Kindergarten Assessment. Measurements are conducted through:

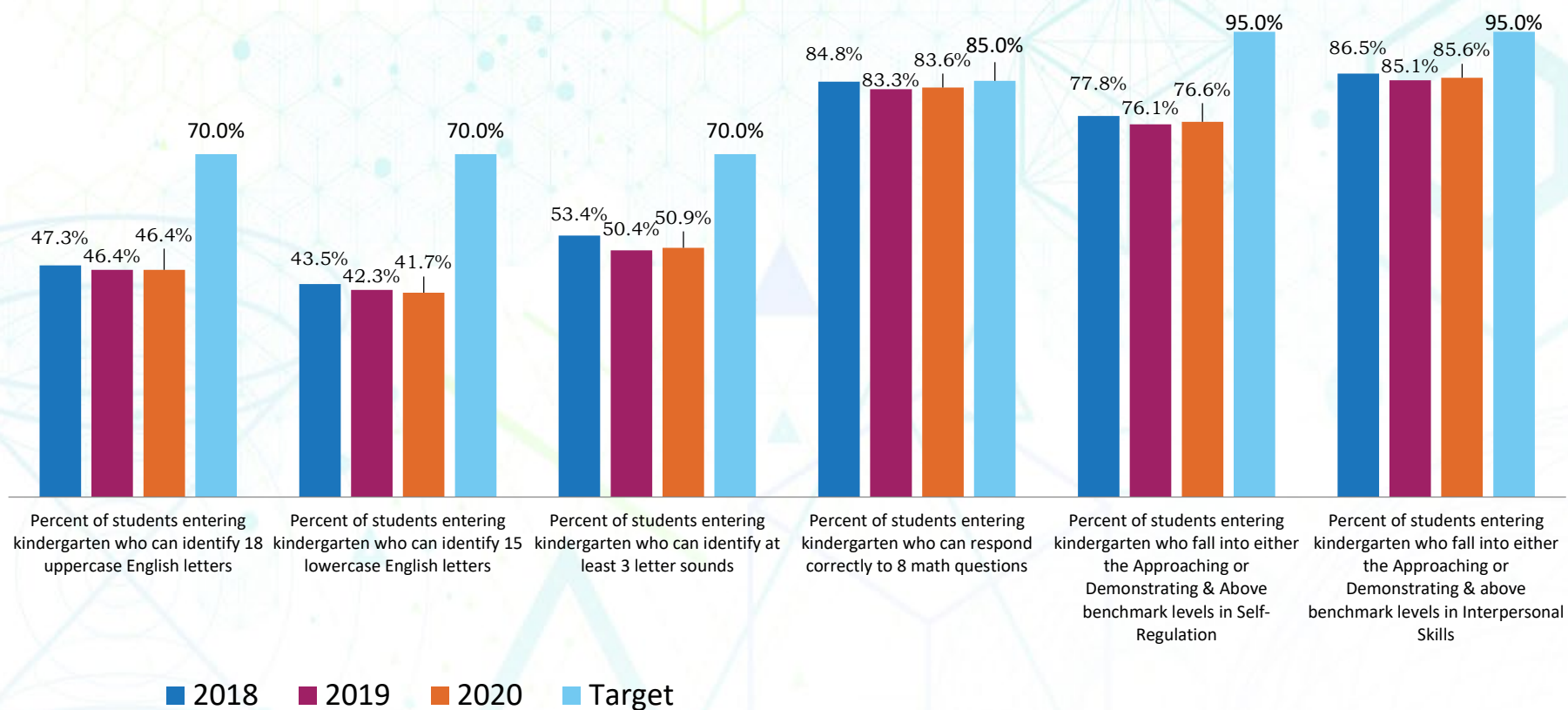
- A) Percent of students entering kindergarten who can identify 18 uppercase English letters
- B) Percent of students entering kindergarten who can identify 15 lowercase English letters
- C) Percent of students entering kindergarten who can identify at least 3 letter sounds
- D) Percent of students entering kindergarten who can respond correctly to 8 math questions
- E) Percent of students entering kindergarten who fall into either the Approaching or Demonstrating & Above benchmark levels in Self-Regulation
- F) Percent of students entering kindergarten who fall into either the Approaching or Demonstrating & Above benchmark levels in Interpersonal Skills

**2020 Targets A-70%, B-70%, C-70%, D-85%, E-95%, F-95%)**

**Results:** In the fall of 2019, 98% of entering kindergartners participated in the Oregon Kindergarten Assessment. This is a slight decrease from 2017, where there was a 98.5% participation rate. The results from 2019-20 demonstrate that different populations of students are entering kindergarten with different levels of exposure to literacy, math, and social-emotional skills.

# Key Performance Measures

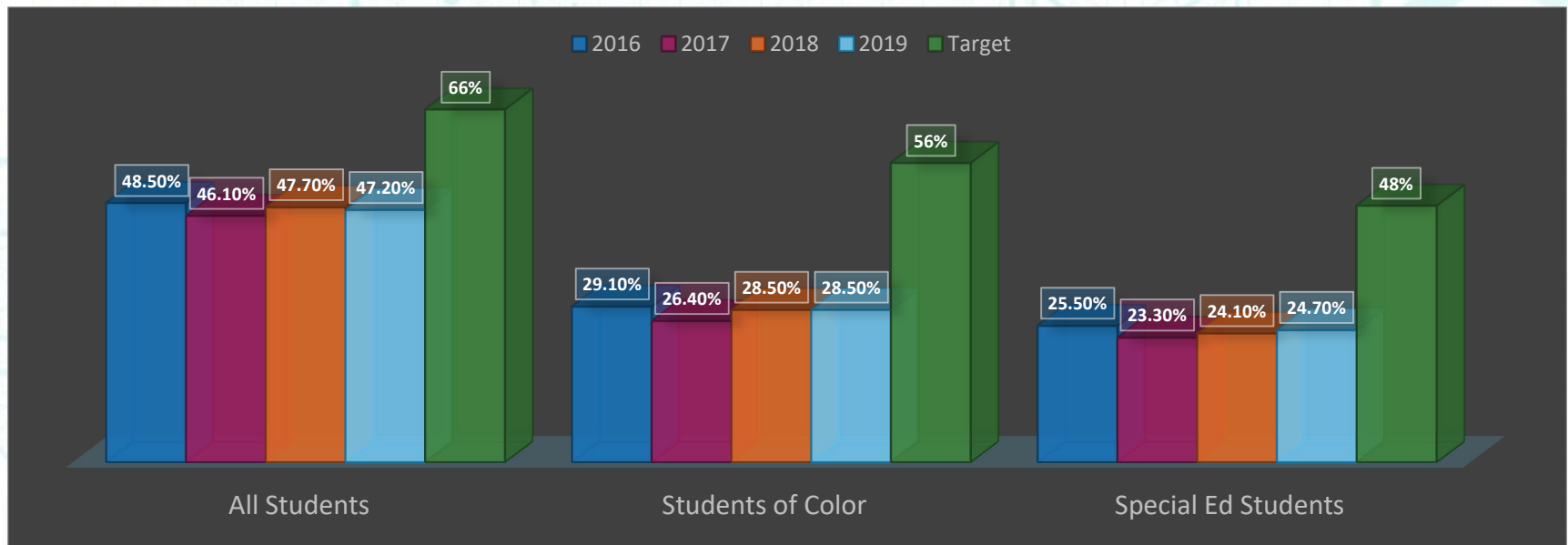
## Entering Kindergarten Ready to Learn



# Key Performance Measures

## Ensuring Early Literacy

**KPM #4:** Percentage of students meeting or exceeding statewide academic achievement standards in third grade reading. Measures are conducted for A) All Students; B) Students of Color; and C) Special Education Students. **(2020 Target A-66%; B-56%, and C-48%)**



**Results:** The COVID-19 pandemic and shift to emergency distance learning in spring 2020 resulted in the suspension of the statewide summative assessments for the 2019-20 school year. Therefore, ODE is unable to provide updated data for KPM 4: Early Literacy for 2019-20. Nonetheless, the 2018-19 data shows very little change from the previous year with continued focus needed in this area.

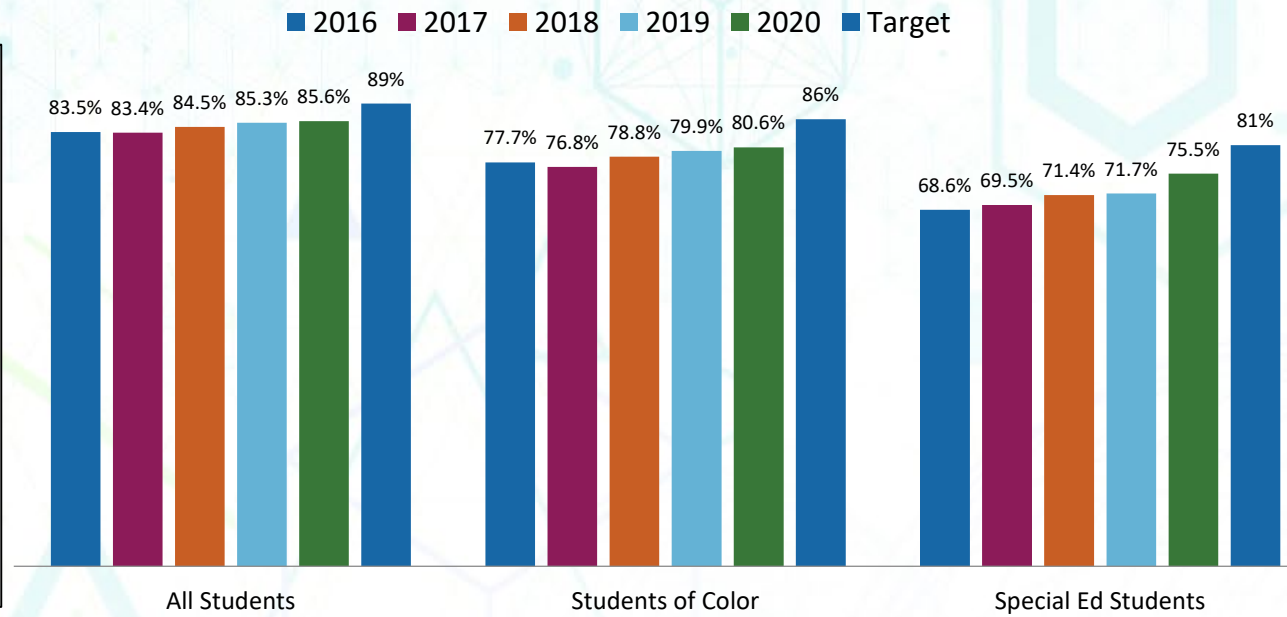


# Key Performance Measures

## Keeping Students on Track to Graduate

**KPM #5:** Percentage of ninth grade students on track to graduate. Measurements are conducted on A) All Students, B) Students of Color, and C) Special Education Students (**2020 Target A-89%; B-86%; C-81%**).

**Results:** Overall, 85.6% of ninth grade students were identified as being on track to graduate at the end of the 2019-20 school year, continuing an increasing trend since ODE first began collecting data on ninth grade on track. Significantly, Oregon also experienced gains for both students of color and students with disabilities. Oregon was less than one percentage point from the target for students of color and was within five percentage points of the target for students with disabilities.

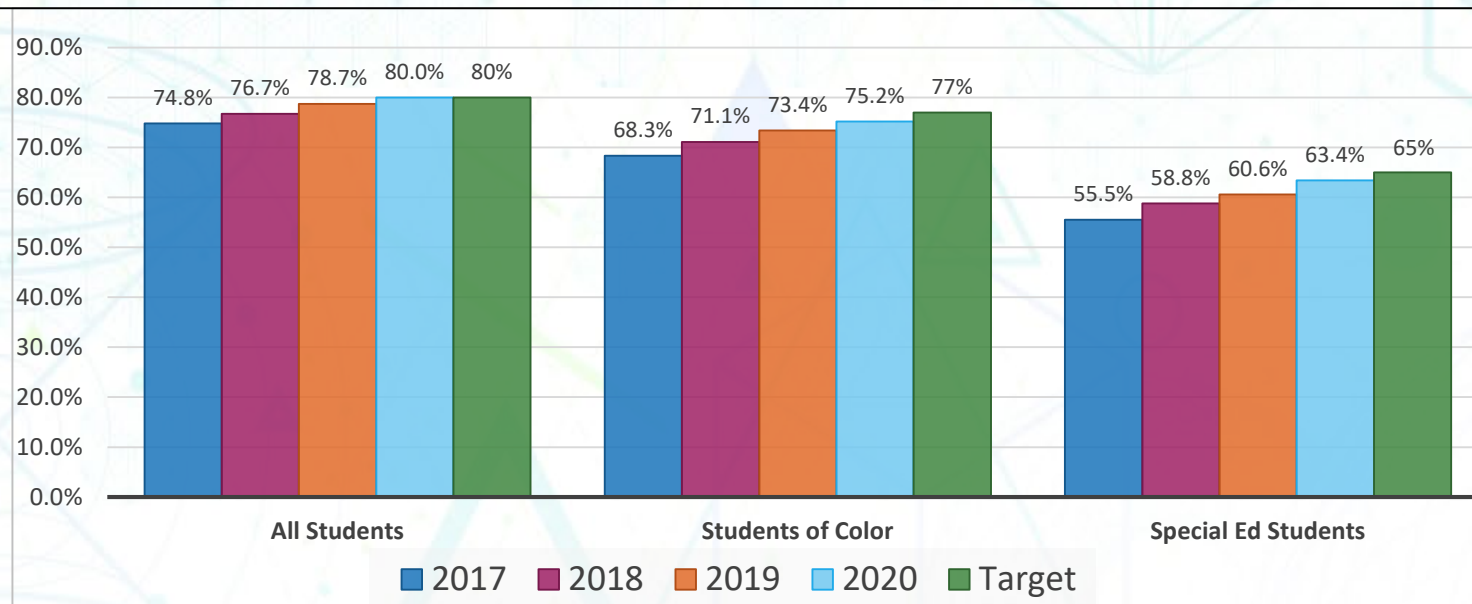


# Key Performance Measures

## Successfully Completing High School

**KPM #6:** Percentage of students who complete high school within four years. Measurements are conducted on A) All Students; B) Students of Color; C) Special Education Students.

**Results:** The statewide graduation rate for the class of 2019-20 is 80%, up 1.3 percentage points over the previous year and the highest graduation rate ever recorded in Oregon. The four-year graduation rate has increased eight percentage points over five years. In addition to these overall gains, Oregon's students who have been historically underserved by the system also experienced continuing gains compared with previous years.

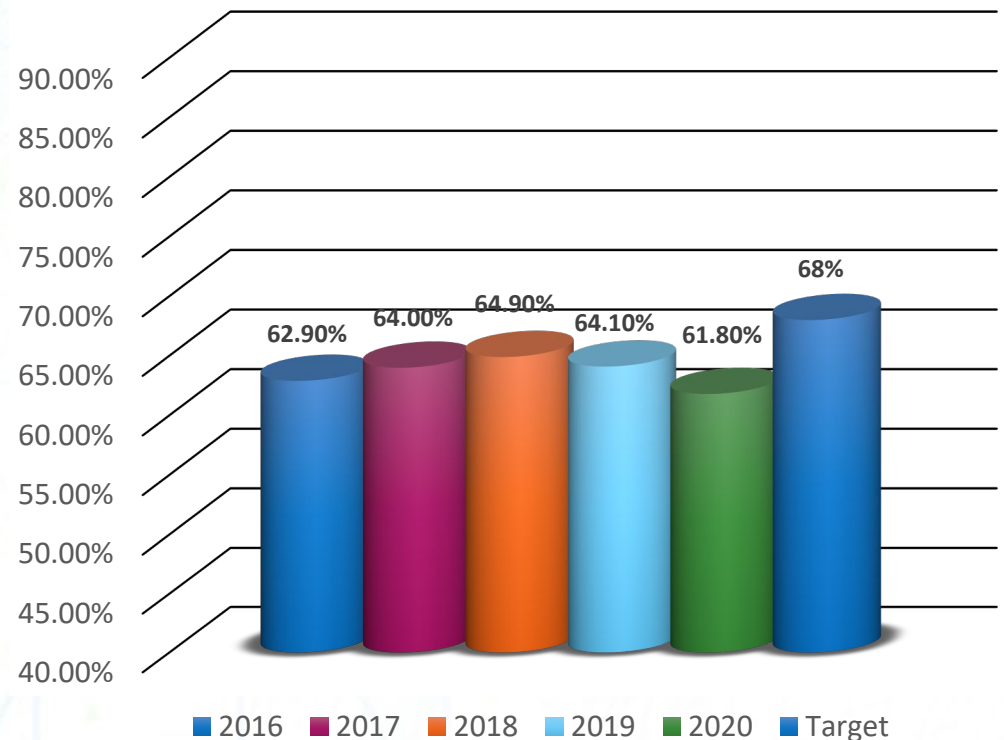


# Key Performance Measures

## Successfully Completing High School

**KPM #7: College-going rate of Oregon residents into post-secondary institutions. (2020 Target 68%)**

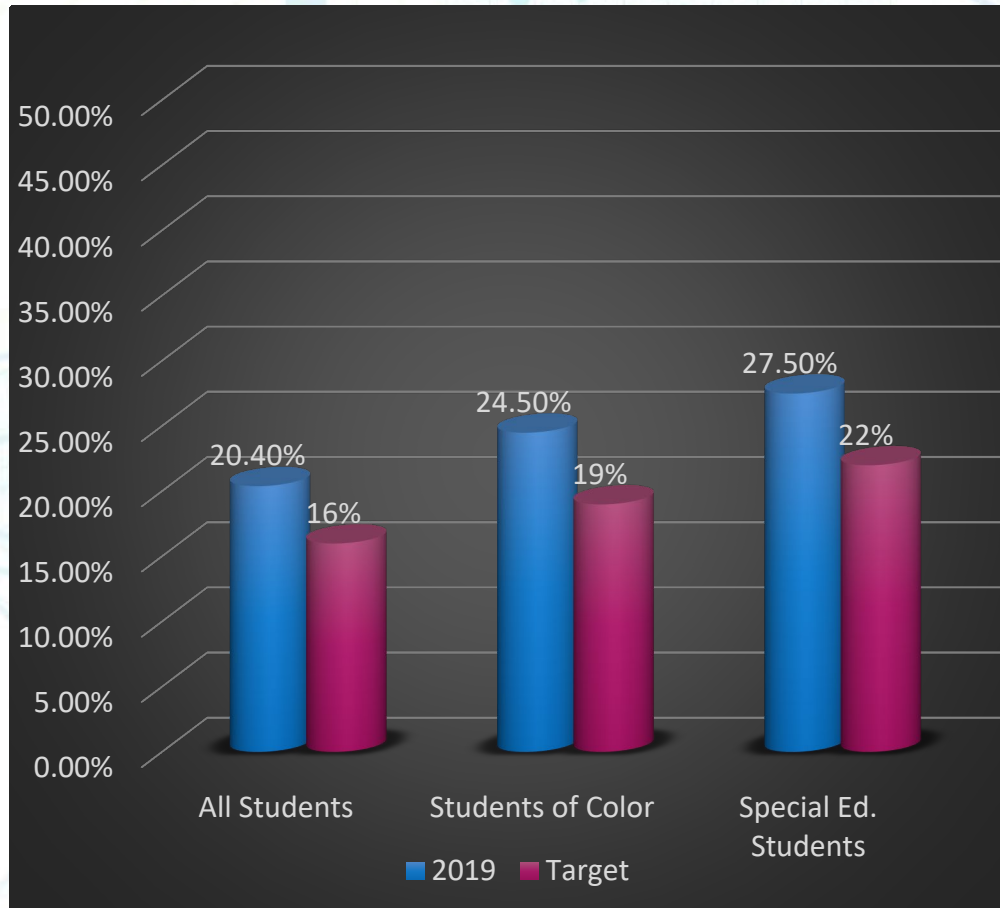
**Results:** The 2020 college-going rate declined by 2.3% from the previous year. Because the Extended Participation Rate tracks participation within 16 months of high school graduation, the most recent year for which data is available is for the high school graduating class of 2017-18. For the class of 2017-18, the Extended Participation Rate for Oregon students was 61.8%. This represents a decline of 2.3 percent from the previous year and a little over 6 percent of the target. The fall in the rate may be attributable to the continuing strong economy and tuition and fee increases that continue to outpace inflation.





# Key Performance Measures

## Keeping Students in School



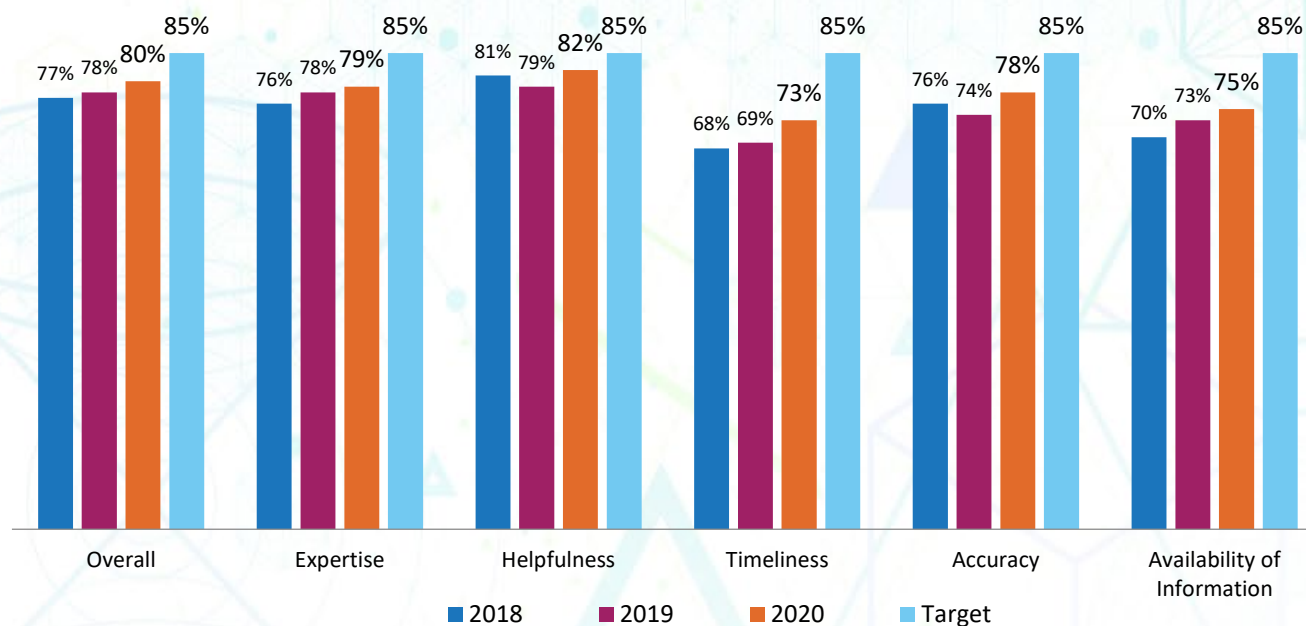
**KPM #8:** Percentage of students who are absent more than 10% of days of the school year. Measurements are conducted on A) All Students, B) Students of Color, and C) Special Education Students (**2020 Target A-16%; B-19%; C-22%**).

**Results:** The 2019 Legislature approved KPM #8 to help measure the impact of funding being targeted to reduce chronic absenteeism. The 2018-19 represents the first year of data collection which shows all measures 4-6% short of meeting the goals established. The COVID-19 pandemic and shift to emergency distance learning in spring 2020 resulted in the suspension of local attendance-taking protocols and ODE's chronic absenteeism data collection for the 2019-20 school year. Therefore, ODE is unable provide updated data for KPM 8: Chronic Absenteeism for 2019-20.

# Key Performance Measures

## Providing High Quality Customer Service to our Partners

**KPM #9:** Percentage of customers rating the agency’s customer service as “good” or “excellent”. Measurements are conducted Overall Service, Expertise, Helpfulness, Timeliness, Accuracy and Availability of Information. **(Target – 85% on all categories)**



**Results:** ODE completed its customer satisfaction survey in January 2020. The Department experienced increased ratings for all criteria and was within five percentage points of its target for two service criteria, Helpfulness and Overall customer service. Helpfulness remains ODE’s highest rated service criteria, with 82 percent of respondents rating ODE as good or excellent. While Timeliness remains ODE’s lowest rated service criteria, 2020 marks the highest rating in the 12-year history of the survey, with 73 percent of respondents rating ODE as good or excellent.