

Oregon Department of Education -- K-12 Grant-in-Aid

	2017-19 Actual	2019-21 Legislatively Adopted	2019-21 Legislatively Approved *	2021-23 Current Service Level	2021-23 Governor's Budget
General Fund	447,180,322	487,353,636	473,736,709	516,840,150	513,543,238
Other Funds	249,821,975	997,889,636	674,759,469	1,671,796,047	1,469,865,060
Federal Funds	727,587,352	846,883,384	1,293,173,384	878,027,454	898,952,162
Federal Funds (NL)	395,057,409	407,115,946	407,115,946	435,672,830	435,672,830
Total Funds	1,819,647,058	2,739,242,602	2,848,785,508	3,502,336,481	3,318,033,290

* Includes Emergency Board and administrative actions through January 2021.

Program Description

Grant-in-Aid programs pay out grants to school districts, Educational Service Districts (ESD) and other entities for educational and support services for students, often students with special educational needs. The major growth in this budget from previous biennia is the full roll-up costs of the Student Success Act (SSA) programs funded with the Corporate Activities Tax (CAT) revenues. Major grant programs include: (1) the High School Success grants (Ballot Measure 98) totaling \$307.3 million in the 2021-23 CSL for CTE, accelerated learning and dropout prevention; (2) Student Investment grants under the SSA funded with \$986.1 million CAT revenues which provides resources to school districts for specific purposes; (3) various STEM and CTE programs totaling \$29.4 million General Fund, and (4) grants designed to close the achievement gap for specific groups of students including African Americans, Native Americans and English Language Learners (\$35.3 million total funds). There is also almost \$420 million in federal Title I and other federal compensatory education programs funding for closing achievement gaps.

There are a number of programs addressing the specialized needs of students. The Early Childhood Special Education (ECSE) and Early Intervention (EI) programs assists children with disabilities and their families to improve developmental status and increase their school readiness totaling \$329.3 million all funds in the 2021-23 CSL. The Regional Programs (\$65.4 million total funds) provides specialized services to children with hearing and/or vision impairments, autism spectrum disorders, and severe orthopedic impairments. Grants for educational services are provided in long term mental health programs or in hospitals. Federal Funds are the primary source of funding for special education (IDEA) with a total of \$283.2 million federal funds. Federal Funds (\$435.7 million) represents the majority of funding for school lunch and other nutritional programs, but there are also SSA resources (\$84.3 million) and \$14.8 million General Fund for the Farm-to-School program.

CSL Summary and Issues

- Generally, these programs have been increased at the standard inflation rate of 4.3%. There were few if any programs that were one-time for 2019-21 that are not included in the 2021-23 CSL. There were programs identified as one-time as a result of the August 2020 special session including the two reading programs (Start Making a Reader Today [SMART] and Reachout to Read), Regional Promise grants, Accelerated College Credit Instructor program, and For the Inspiration and Recognition of Science and Technology (FIRST) program. Permanent reductions (not elimination) were made to selected CTE/STEM programs. Many of these programs share purposes that overlap with the High School Success grants (Ballot Measure 98) which was fully funded for 2019-21. Given the timing of determining the CSL, these programs are funded at their full CSL amount.
- Funding for the Student Success Act (SSA) from the CAT revenues is through three Accounts -- Student Investment account (at least 50% of net CAT revenues), Statewide Education Initiative Account (no more than 30%) and the Early Learning Account (at least 20%). All other SSA K-12 grants (other than ECSE/EI which is funded through the early learning account) are funded through the Statewide Education Initiative Account. For CSL, the existing 2019-21 program allocations are generally at the 2019-21 levels rolled up for the entire 24-month period. The allocations between the three accounts can change as they have in the Governor's budget which pushes more funding to the Early Learning Account programs at the expense of the Statewide Education Initiative Account. The Legislature can take an alternative route if they so choose, including modifying the statutory dedications.
- Even though it is not reflected in the CSL numbers above, there are two revenue shortfalls in this budget unit of note for the "modified" CSL. The first is a \$206.0 million Other Funds shortfall which represents the estimated reduction in the May 2020 revenue forecast in Corporate Activities Tax (CAT) for the various programs under the SSA. The total amount of available CAT revenues will continue to change and will very likely require adjustment at the end of the 2021 session. The second is a \$7.6 million reduction in Federal Funds limitation that now has no available revenue attached as the federal Charter School Grant program has been discontinued.
- The only "mandated caseload" program in this area is the ECSE program; but in past biennia the program's CSL has not kept pace with the program's cost structure requiring the "thinning of the soup" for the program. For the second year of 2019-21 and for 2021-23, the contribution of CAT related revenues for this program have gone far in fully funding the program.
- The CSL for the State School Fund includes an adjustment for the growth in PERS and other costs for the biennium. The various grant programs under the K-12 Grant-in-Aid get little or no increase in funding due to increased PERS and other costs beyond the standard inflation rate for these programs. Many of programs face the same cost structures (employee compensation) as the programs funded under the SSF.

Policy Issues

- There is program overlap among some of these programs, primarily with the High School Success grants (Measure 98). There was a budget note instructing the agency to report on and identify any programs that could be discontinued or combined. The August 2020 session resulted in some programs that overlap with the High School Success grants being eliminated permanently. They are included in CSL because of the timing of when CSL is calculated. The agency will report back during its Ways and Means budget presentation on the budget note.

- The Long-Term Care and Treatment (LTCT) program provides funding for educational services only for students in select day and residential mental health related treatment programs. Funding comes from a combination of General Fund support, a carve-out from the State School Fund which is treated as Other Funds in this budget area, and Federal IDEA (Special Education) and Title I-D dollars. Funding is limited to only a portion of the entities who provide these services. Advocates continue to press for greater funding.
- There has been increased interest among at least some of the providers of educational services for students under the supervision of the Oregon Youth Authority or county juvenile agencies to change how the funds are distributed and to generally increase the funding overall.
- The COVID related federal legislation has provided significant funding for school districts for responding to the pandemic. Over \$121 million was provided through the CARES Act in the Spring of 2020, additional legislation passed in late 2020 will make another almost \$500 million available for schools. The first 90% is allocated directly to districts while the remaining amount is up to each decide on how it should be used. ODE used a large portion of the remaining amount to provide assistance to districts and other programs not eligible for the 90% including ESDs, youth corrections education programs and the LTCT program.

Other Significant Issues and Background

- There is either federal matching requirements or maintenance of effort (MOE) requirements for ODE programs including special education, Perkins vocational education, and nutritional programs. At risk are tens of millions of federal dollars if these requirements are not met. The most significant one is the MOE for special education with the funding provided in part by the additional weighting in the school funding formula for special education students. At this time, there is no risk of not meeting this unless major reductions are made to existing state-funded programs. There was also an MOE included in the COVID related federal legislation for some of the emergency grants for schools. The primary funding streams for K-12 (SSF) and post-secondary (support funds) must be maintained at the blended level of the three previous years' amounts. With the revenues from the CAT for education, there should not be an issue for K-12 meeting this MOE requirement.

The Governor's budget proposes a number of changes in this budget area.

- Many of the programs eliminated during the August 2020 special session continue to be eliminated including FIRST, SMART, Accelerated College Credit Instructor program, and Regional Promise grants saving a total of \$4.6 million General Fund. Those STEM/CTE programs that were reduced continue at reduced levels including STEM Innovation grants, Career Pathways Fund, STEM Regional Network grants, and Student Leadership Centers saving \$1.7 million General Fund. The Student Leadership program was further eliminated while funding for the Reachout to Read program was restored.
- The Farm-to-School program is reduced by \$5.1 million General Fund to reflect the August 2020 special session reductions and then a further \$10.2 million savings from the elimination of the program.
- An additional \$7.3 million total funds is designated for the High School Success grants (Ballot Measure 98) over the \$307 million in CSL. Funding for this is General Fund and CAT revenues.

- A total of \$4 million in new General Fund resources to implement the Latinx Student Success Plan and the new plan for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Two-Spirit, Intersex, and Asexual students.
- \$12.5 million General Fund is added for digital and online learning for students including resources for professional development in this area.
- An additional \$3 million for Regional STEM Hub Network (\$2.1 million General Fund) and the STEM Innovation Grant Program (\$0.9 million General Fund). There is also a \$2 million General Fund investment for STEM programs for diverse learners.

Oregon Department of Education -- Early Learning and Youth Development Grant-in-Aid

	2017-19 Actual	2019-21 Legislatively Adopted	2019-21 Legislatively Approved *	2021-23 Current Service Level	2021-23 Governor's Budget
General Fund	257,196,868	271,049,379	280,919,926	281,648,498	354,800,148
Other Funds	13,952,569	153,532,395	227,332,394	299,473,282	339,077,926
Federal Funds	125,156,386	170,366,548	208,407,559	177,692,309	182,104,282
Total Funds	396,305,823	594,948,322	716,659,879	758,814,089	875,982,356

* Includes Emergency Board and administrative actions through January 2021.

Program Description

During the 2013 Legislative Session, two new divisions within the Oregon Department of Education (ODE) were established -- Early Learning and Youth Development. The grant-in-aid programs of both divisions are found in this budget area, while the staff is part of the Operations budget unit. The Early Learning Division (ELD) combined programs from elsewhere in ODE, child care programs from the former Child Care Division of the Employment Department, and programs which had been part of the Commission for Children and Families. The ELD's programs in large part rely on two systems of local organizations: (1) Early Learning Hubs for local priority setting and local coordination; and (2) Child Care Resource and Referral organizations (CCR&Rs) who provider training, referral, technical assistance and other services for child care providers. Funding sources for these programs include the federal Child Care Development Fund (CCDF) funding, General Fund and resources from the Early Learning Account of the Student Success Fund. The largest share of CCDF resources are transferred to the Department of Human Services (DHS) for the Employment Related Day Care (ERDC) program.

The Youth Development Division's (YDD) programs are designed to provide supportive services to break down the barriers for youth to age 24 who are challenged in their academic and career success. Many of the YDD programs were also part of the former Commission for Children and Families' portfolio.

The resources (Other Funds) from the Student Success Act (SSA) funded with Corporate Activities Tax (CAT) explains much of the growth in these programs over the past biennia. Major early learning expansions or new programs are funded through the SSA’s Early Learning Account including Oregon Pre-Kindergarten, Early Intervention, Preschool Promise, Early Childhood Equity Fund, Relief Nurseries, and increases in technical assistance and professional development. For the Youth Development set of programs, the Youth Re-engagement grants were established in 2019-21 to reconnect 18 to 21 aged youth with school and/or employment. This program is funded through the SSA’s Statewide Education Initiatives Account.

2021-23 Current Service Level -- Millions of Dollars

	General Fund	Other Funds	Student Success Act OF	Federal Funds	Total Funds		General Fund	Other Funds	Student Success Act OF	Federal Funds	Total Funds
Early Learning Programs						Youth Development Programs					
Oregon PreK and Early Head Start	164.9		139.2		304.1	Juvenile Crime Prevention	6.4			0.5	6.9
Preschool Promise	38.3		64.7		103.0	Gang Prevention/Invention Grants	0.8				0.8
Healthy Families Oregon	26.8	5.0	4.2		36.0	Youth Re-engagement			8.3		8.3
Early Childhood Equity Fund			20.9		20.9	Youth and Community Grants	4.0	6.1			10.1
Baby Promise			9.1		9.1	Youth Innovation Grants	3.4				3.4
Relief Nurseries	9.8	2.1	5.8		17.7	Community Schools	0.1				0.1
Kindergarten Preparedness	9.1				9.1	Other	-	0.3	-	-	0.3
Employ. Related Day Care (ERDC)				121.3	121.3	Total Youth Development Programs	14.7	6.4	8.3	0.5	29.9
Early Learning Hubs	15.7	3.0	3.7		22.4						
Other	2.3	2.3	24.8	55.9	85.3						
Total Early Learning Programs	266.9	12.4	272.4	177.2	728.9						

CSL Summary and Issues

- There are major phase-in increases in both budget areas generally due to the phase-in of the Student Success Act programs to two-year programs in 2021-23. Almost \$140 million Other Funds are increased generally due to the SSA programs.
- Other than the SSA related increases, most of the other increase is due to the standard 4.3% inflation rate.
- The CSL does not include adjustments made by the August 2020 special session which initially reduced programs in the Early Learning area which were subsequently vetoed by the Governor. In the Youth Development area, the Community Schools program was eliminated, and the Gang Prevention grants were reduced, both are permanent reductions. The Community Schools program was included in the Governor’s budget.

Policy Issues

- Almost \$75 million in Coronavirus Recovery Funds (CRF) were allocated for early learning programs along with another \$38 million in child care specific CARES Act funding. Much of this funding was for emergency child care provider grants to keep them open and to provide for the increased costs resulting from emergency state rules or orders that were adopted and other impacts of the pandemic. Some of these

federal resources paid for the zero co-pay and other adaptive policies for the ERDC program. There are still a number of unknown factors about how long this assistance will be needed by the providers. There is another \$10 billion in the recently passed federal legislation available for child care related impacts nationwide of which Oregon is to receive approximately \$100 million. The ongoing supply of child care providers in the future is a concern of the agency.

- There are two local systems that support early learning program -- Early Learning Hubs and Child Care Resources & Referral (CCR&Rs) organizations. While they don't duplicate all the functions of each, there is some overlap between the two systems. There was a budget note as part of the ODE/ELD budget bill in 2019 which instructed the agency to study the roles of each system and return to the Legislature with recommendation on whether there should be changes in their existence or roles.
- There has been discussion during the interim (as well as in the past) about establishing a separate early learning agency. The early learning programs have grown in size as well as importance in terms of policy. The various functions have been in various agencies over the past years. At this point, there is little policy oversight from the "Director's Office" of ODE but there has been central service support (e.g., financial, personnel, contracts). It should be noted that splitting off functions and establishing a new agency very seldom saves money. Pulling apart central office functions if a split occurs will be a challenge.

Other Significant Issues and Background

The Governor's budget made significant increases in the early learning area to serve an estimated 8,000 more children including:

- \$30 million (\$18.8M General Funds or GF/\$11.3M Student Success Act or SSA) for the Oregon Prekindergarten program for 2,200 slots annually;
- \$5.8 million (\$3.6M GF/\$2.2M SSA) for increasing the number of Early Intervention preschool slots by 185 annually;
- \$64 million (\$40M GF/\$24M SSA) for 3,192 slots annually in the Preschool Promise program;
- \$3.5 million (\$2.2M GF/\$1.3M SSA) for 1,000 slots provided through the Early Learning Equity Fund;
- \$3.5 million (\$2.2M GF/\$1.7M SSA) increase in the Healthy Families program;
- \$2 million (\$1.2 GF/\$1.3M SSA) for the Parenting Education program;
- \$0.5 million SSA reduction for Preschool Capacity Building grants due to the decrease in expected CAT revenues;
- \$0.7 million GF decrease in funding for grants to Early Learning Hubs;
- \$0.6 million GF for the establishment of a Tribal Early Learning Hub; and
- \$5.8 million GF for services (e.g., mental health) and supports to providers, children and families to reduce and prevent suspensions and expulsions from early learning and child care setting, especially for populations that are removed at disproportionate rates. This is a recommendation of the Racial Justice Commission.

There were no changes to the CSL budget for Youth Development grant-in-aid programs. The reduction due to the elimination of the Community Schools grants from the August 2020 special session was restored in the Governor's budget.

Oregon Department of Education -- Bonding Program and Debt Service

	2017-19 Actual	2019-21 Legislatively Adopted	2019-21 Legislatively Approved *	2021-23 Current Service Level	2021-23 Governor's Budget
General Fund	18,168,330	31,133,753	31,114,252	48,238,961	48,905,269
Lottery Funds	651,214	692,870	692,870	--	--
Other Funds	88,692,488	255,009,330	255,028,846	--	331,434,142
Total Funds	107,512,032	286,835,953	286,835,968	48,238,961	380,339,411

* Includes Emergency Board and administrative actions through January 2021.

Program Description

This budget area includes all debt service and expenditure limitation related to bonds issued by the state on behalf of the Oregon Department of Education (ODE) and school districts. Most of the General Fund represents the debt service required to pay off the Article XI-P general obligation bonds issued through the Oregon Capital Improvement Matching Program (OCIM). This program provides matching grants to school districts for capital costs including construction, improvement, remodeling, equipment purchase, maintenance, and repair of facilities. Districts must match the state grants with funds from local voter approved bonds and grants are capped at \$8 million. Almost all the Other Funds expenditure limitation represents the XI-P bond proceeds and are paid out to districts as grants or special payments. Staffing for this program is through the Office of School Facilities and is part of the Operations budget unit. Article XI-Q bonds, which require no match, have been issued for capital and deferred maintenance projects at the Oregon School for the Deaf (OSD). In 2017-19, \$4.3 million of bonding authority was approved for OSD projects and a portion of the General Fund in 2019-21 is for the payment of these XI-Q bonds.

Lottery Funds pay the debt service on bonds approved by voters in November 1997 and issued in Spring 1999; as well as \$127 million of bonds approved by the 1999 Legislative Assembly and issued in 1999-2001 for state education projects as defined in HB 2567 (1999). Funds provided to districts from the bond proceeds were intended for the acquisition, construction, remodeling, maintenance, or repair of school facilities. Schools also could use the proceeds for certain operational expenses, such as textbooks, computers, and instructional training. These Lottery bonds will be paid off completely in 2019-21. The Lottery Funds are from a portion of the investment earnings of the Education Stability Fund. Any of these investment earnings not required for this debt service are dedicated to the Oregon Opportunity Grant program.

CSL Summary and Issues

- The CSL does not include any new Other Funds limitation for any bonds that might be issued during 2021-23. That will be added in the Legislature's bonding bill at the end of the 2021 Session. The Other Funds limitation for the authorized bonding for 2019-21 budget is backed out during the development of the 2021-23 CSL.
- While Article XI-P bonds are authorized for issuance for a specific biennium, not all the bond proceeds are paid out to school districts during the same biennium they are issued. Bond sales are usually scheduled to be issued later in the biennium for which they are

authorized to save on debt service costs in the “current” biennium. For that reason, in each budget period there are adjustments made to make sure there is the proper amount of limitation for the actual grants that are paid to school districts as their construction projects proceed. For 2021-23, adjustments are made in the Governor’s budget to account for distribution of proceeds of \$170 million for bonds issued in previous biennia.

Policy Issues

- Demand for the OCIM program will continue to likely grow as school districts face growing deferred maintenance/build remodeling needs as well as pressure to remodel and construct facilities for CTE programs and to meet new physical education requirements. Reducing class size is an authorized use of funds under the Student Success Act (SSA), this could affect the demand for the OCIM program as the SSA is fully implemented.

Other Significant Issues and Background

- The Governor’s budget proposes authorization for \$138.2 million in Article XI-P bonds for the OCIM program and another \$5.5 million Article XI-Q bonds for capital improvements for the Oregon School for the Deaf. As noted above, there is also \$170 million Other Funds limitation for estimated grant payments to districts from the bond proceeds from previous biennia.
- An additional \$17.7 million in Lottery backed bonds is proposed in the Governor’s budget for capitalizing the Connecting Oregon Schools Fund. This program is used for broadband connectivity projects for schools. It can be used as the state match for the Federal Communications Commission’s E-Rate program which will provide significant funding for broadband for schools, libraries and other public facilities. Some districts remain with little or no broadband coverage and other districts could benefit significantly with upgrades.

Oregon Department of Education -- Operations, Educator Advancement Council and the Oregon School for the Deaf

	2017-19 Actual	2019-21 Legislatively Adopted	2019-21 Legislatively Approved *	2021-23 Current Service Level	2021-23 Governor's Budget
General Fund	91,965,876	109,738,639	102,759,805	119,573,630	117,206,367
Other Funds	31,091,993	111,075,308	109,733,652	132,331,448	147,746,973
Other Funds (NL)	2,873,830	4,104,452	4,104,452	4,074,452	4,074,452
Federal Funds	71,674,497	92,196,825	96,648,499	98,541,436	98,199,589
Total Funds	197,606,196	317,115,224	313,246,408	354,520,966	367,227,381
Positions	586	693	695	676	724
FTE	553.49	653.30	600.48	663.43	705.87

* Includes Emergency Board and administrative actions through January 2021.

Program Description

This grouping includes the following programs and functions of the Oregon Department of Education (ODE):

- **Department Operations (Ops)** – includes all the staff of the agency other than those included in the School for the Deaf for a total of 594 positions and 587.40 FTE (2021-23 CSL). This budget unit includes funding for the staff, IT functions, assessment activities, and all state government service charges paid by the agency. It also includes the staffing related to the various grant-in-aid programs paid to school districts, providers and other entities relating to K-12, early learning and youth development. Major offices within Ops include the Office of the Director, Office of Education Innovation & Improvement, Office of Enhancing Student Opportunities, Office of Teaching, Learning, and Assessment, Early Learning Division, Youth Development Division, and Office of Finance and Information Technology.
- **Educator Advancement Council** --authorized in 2017 and provides grants to regional organizations which represent teachers and administrators of school districts. The grants are for professional development of educators. Funding is from a “carveout” from the State School Fund. Council related staffing is included in Department Operations above.
- **Oregon School for the Deaf (OSD)** – located in Salem, this school provides educational services to roughly 110 residential and day program students with 82 staff positions (76.02 FTE). The capital expenditures and debt service for the School for the Deaf are included in another section of the budget.

2021-23 Current Service Level -- Millions of Dollars								
	General Fund	Lottery Funds	Other Funds	Student Success Act	Federal Funds	Total Funds	Positions	FTE
Operations -- Early Learning Staff	14.1		6.1	3.7	36.5	60.4	184	181.00
Operations -- Youth Development Staff	3.2		0.1		0.7	4.0	13	13.00
State Government Service Charges	15.6	-	2.1	-	-	17.7	-	-
All Other Operations	72.4		46.7	33.8	61.2	214.1	397	393.41
Total Operations	105.3	-	55.0	37.5	98.4	296.2	594	587.4
Educator Advancement Council			37.3			37.3	-	-
Oregon School for the Deaf	14.3		6.6		0.1	21.0	82	76.02

CSL Summary and Issues

- Several one-time positions are phased-out (17 net positions in Operations, none in School for the Deaf). Several of these positions are limited duration positions related to the start-up of the activities related to the Student Success Act (SSA). There is an increase of 10.13 FTE primarily due to the biennialization of the continued positions related to the SSA and positions in the Office of Child Care.
- There is \$7.9 million total funds built into the CSL reflecting the phase-in of non-personnel costs again primarily due to the two-year SSA programming in 2021-23 and the increases in the Early Learning Division.
- There is an increase of \$6.3 million General Fund (\$12 million total funds) in cost increases much of which is due to costs in Government Service Charges, many of which are reduced in the Governor’s budget.
- With the passage of the SSA, there were costs paid for with General Fund prior to the availability Corporate Activities Tax revenues leading to the need for a \$4.8 million fund shift from General Fund to Other Funds.

Policy Issues

- There are several reductions made during the August 2020 special session that are still included in the CSL. There will need to be reductions made to reflect these special session actions, many of which are included in the Governor's budget.
- The roll-out of the Student Success Act was affected by the pandemic. The 2021 Legislature will need to review the staffing and other costs included in the CSL to see if they still meet or exceed the need for how the actual roll-out occurred.
- The pandemic required some ODE staff to reprioritize their responsibilities to meet the needs of districts and students under a distance learning model. The future role of ODE in providing technical assistance may have changed as a result, which may affect how and what staff are required to do in the future.
- Many of the positions added in past biennia relate to education reform efforts and the resulting new grant programs including those for CTE/STEM, educator effectiveness and professional development, and closing achievement gaps. Most of these grant programs were competitive in nature. There has been and there continues to be efforts underway to move away from competitive grants in these areas which may change the staffing needs of the agency. The agency was instructed to explore combining or eliminating overlapping programs and this may change the staffing needs. Oversight of these programs will need to continue at some level including those programs that have federal funding attached.

Other Significant Issues and Background

- Reductions in the Governor's budget for Operations included \$3.5 million in targeted service and supplies categories and elimination of two early learning positions and one position related to elimination of the Farm-to-School program. There were also significant reductions in Operations due to the increases in vacancy savings (\$1.4 million General Fund), elimination of inflation (\$1.3 million GF), and adjustment to DAS charges (\$4.4 million GF).
- Eight SSA positions were re-established (\$1.9 million Other Funds) that were eliminated during the August 2020 special session.
- A total of six positions and \$2.9 million is invested in SSA Statewide Education Initiative Account to provide additional staffing resources for specific SSA investments including educator professional development, continued investment in fiscal transparency and accountability of investments (3 positions), coordination of SSA investments, and a position to coordinate the investments in K-12 Grant-in-Aid for the LBGTQ Student Success Plan. These increases and others related to SSA programs will have to be evaluated based on the most recent forecasts of CAT revenues during the 2021 Session.
- Two limited duration positions are continued for the federal Grants to States for School Emergency Management (GSEM) grant program which provides resources and technical assistance to districts for emergency planning. Another position is proposed to administer the \$3.5 million shift in State School Fund resources from the carve-out for Facilities grants to a program for identifying current conditions of all statewide school facilities to address those needs with the highest risks. This will require a statutory change.
- Four positions are proposed to support digital and online learning.
- Two positions are proposed to provide technical assistance and professional development on learning how to use formative and interim assessment practices as well as for strengthening special education assessments.

- To further the development of STEM programs for diverse learners, two positions are proposed to administer and provide oversight for the \$5 million investment in K-12 Grant-in-Aid for this purpose.
- To continue an effort to build a new system for distribution of the SSF, two positions are proposed along with \$475,569 General Fund.
- Four positions and \$1.7 million total funds (\$1.3 million GF) are proposed to establish or expand standards relating to social/emotional learning, ethnic studies, and world languages and the arts. This package is in part to adequately maintain compliance with federal and state requirements.
- A total of \$14 million Other Funds is for supporting an Indigenous Education Institute to accelerate the diversifying of the educator workforce and to implement a grant program for the Anti-Racist Leadership Initiative. These are one-time funds which was included as a fund shift during the August 2020 special session but was subsequently vetoed by the Governor.
- \$250,000 General Fund and one Tribal Liaison position is proposed to create a tribal based Early Learning Hub.
- \$1.8 million and 11 positions are proposed for the transfer of the background checks for ERDC providers from DHS and for the expansion of background checks to recorded child care providers. These actions were recommended in a Secretary of State audit.

Key Performance Measures

A copy of the Oregon Department of Education's Annual Performance Progress Report can be found on the LFO website.

https://www.oregonlegislature.gov/lfo/APPR/APPR_ODE_2020-09-25.pdf