

Department of Education

Agency Mission, Goals & Historical Perspective

Governance

In accordance with ORS 326.011, the Governor shall appoint a State Board of Education (SBE) consisting of seven members, confirmed by the Senate, who establish policy for the administration and operation of the public elementary and secondary schools in the State of Oregon. The Governor also, per ORS 326.300 and 326.311, serves as the Superintendent of Public Instruction, and acts as executive head of the Oregon Department of Education (ODE).

The Superintendent of Public Instruction, under ORS 326.300, shall appoint a Deputy Superintendent of Public Instruction, who shall perform any act or duty of the Office of Superintendent of Public Instruction designated by the Governor, which includes acting as executive head of the Oregon Department of Education.

Governor Kate Brown, Superintendent of Public Instruction, appointed Colt Gill as Deputy Superintendent of Public Instruction on January 12, 2018. He was confirmed by the Senate during the 2018 Legislative Session.

State Board of Education Mission

The Oregon State Board of Education is to provide leadership and vision for Oregon's public schools and districts by enacting equitable policies and promoting educational practices that lead directly to the educational and life success of every student.

To accomplish its mission, the Oregon State Board of education will work collaboratively and inclusively with stakeholders to develop and sustain a public education that empower every student to reach their full potential. In conducting this work, the Board will follow eight principle values:

- **EQUITY:** Ensure in words and actions that every student has access to the resources and supports they need to thrive in school and work toward an education system that is culturally responsive, sustaining, eliminates barriers, and is relevant to Oregon's diverse communities.
- **INTEGRITY:** Act with honesty and transparency in every action taken.
- **INNOVATION:** Promote creativity, challenge the status quo, and work to improve Oregon's education system.
- **EMPOWERMENT:** Value, respect, and listen to multiple perspectives, and empower students, education professionals, families, and community members to take a leading role in ensuring student success.
- **INCLUSION:** Ensure that every student has access to the opportunities and benefits of Oregon's education system.

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- **EXCELLENCE:** Take actions to ensure the Oregon education system prepares every student for college, career, and life.
- **ADAPTABILITY:** Adopt policies and practices to respond to changing social, demographic, operational, or financial conditions in order to do what is best for students and schools.
- **STUDENT CENTERED:** Ensure that all discussion, decisions, and action are centered on the best interest of every student.

Oregon Department of Education Mission

The Oregon Department of Education's (ODE's) mission is to foster equity and excellence for every learner through collaborations with educators, partners, and communities. In fulfilling its mission, ODE has a vision to ensure all students have access to, and benefit from, a world-class, well –rounded, and equitable education system.

ODE provides leadership for all elementary and secondary students in Oregon's public schools and education service districts (ESDs). The agency is responsible for developing state standards, guiding school improvement efforts, developing and implementing Oregon's statewide student assessment system, and reporting student performance. Responsibilities also extend to public preschool programs, the Oregon School for the Deaf, regional programs for children with disabilities, education programs for youth in Oregon correctional facilities, and a variety of other federal and state education programs. ODE's activities are funded with a combination of General Fund, Lottery Funds, federal grants, corporate activities tax and miscellaneous other funds; the latter, primarily from grants and fees.

Statutory Authority

Oregon Revised Statutes (ORS), Chapters 326 to 348, have provisions granting authorities and duties to the State Board and the Oregon Department of Education.

More specifically, ORS 326.111 establishes the agency and prescribes its general functions, ORS 326.310 prescribes general educational duties for the superintendent, ORS 326.021 establishes the State Board, and ORS 326.051 prescribes the Board's general functions.

Oregon Administrative Rules (OAR), Chapter 581, contains rules adopted by the Board.

AGENCY STRATEGIC PLAN

Background

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As the underpinning of education reform efforts began in 2011, the Legislature adopted Senate Bill 253. This frames what has come to be known as the 40-40-20 goal. By 2025, this goal aims for 40 percent of Oregonians to have a baccalaureate degree or higher, for 40 percent to have an associate's degree or certificate in a skilled occupation, and for the remaining 20 percent, without a postsecondary credential, to have at least a high school diploma or its equivalent credential.

The 2012 Legislature continued its effort on defining the 40-40-20 goal, by passing a bill to streamline and strengthen more than two dozen state investments for children from birth to age five, and to help more at-risk youth arrive in kindergarten with the skills and support they need to succeed in school (HB 4165). In 2013, the Legislature furthered these efforts by merging the Early Learning Division and Youth Development Division into ODE, and by increasing strategic investments in support of the 40-40-20 goal (HBs 3232 and 3233).

The 2015 Legislature realigned and reprogrammed the strategic investments made in 2013, to provide focus on increasing teacher effectiveness, closing the achievement gap, and preparing students for post-secondary success. In addition, the Legislature increased investments in early childhood programs and provided funding for a new mixed delivery preschool model to begin in the 2016-17 school year.

During the 2019 legislative session, Oregon's leaders made a real commitment to Oregon's children, educators, and schools with the passage of the Student Success Act. When fully implemented, the Student Success Act is expected to invest \$2 billion in Oregon education every two years; that's a \$1 billion investment in early learning and K-12 education each year. Of those funds, \$200 million goes into the State School Fund and the remaining is distributed into three accounts: the Early Learning Account, the Student Investment Account and the Statewide Education Initiatives Account.

At the heart of the ODE strategic plan is a commitment to improving access and opportunities for students who have been historically underserved in the education system.

History of Change and Growth

Since 2013, ODE has experienced significant growth in program and responsibilities:

- Total budget, not including the State School Fund, has grown by 195%, resulting in an increase from 28 distinct grant-in-aid programs in 2011-13 to over 100 in 2021-23
- Overall FTE has grown by 77.5%, based on 2021-23 current service level, and the agency has expanded from one main office, to two main offices and seven field offices
- Over the same period, the FTE to support the department's business services has grown by only 48.7%

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In 2019-21, the agency will process approximately 10,400 grants and contracts to school districts, education service districts, tribes, culturally specific organizations, community colleges, universities, and non-profit organizations – this represents a 37% increase from 2017-19.

DEPARTMENT OF EDUCATION PERFORMANCE & OUTCOME MEASURES

The Department of Education submitted our 2020 Annual Progress and Performance Report on September 30, 2020, which includes the following details based on data through June 30, 2020 unless otherwise noted.

KPM #	Approved Key Performance Measures (KPMs)
1	QUALITY LEARNING ENVIRONMENTS - Increase the percentage of early learning and development programs participating in the statewide Quality Rating and Improvement System
2	QUALITY LEARNING ENVIRONMENTS - Increase the percentage of high quality early learning and development programs as measured by the statewide Quality Rating and Improvement System (rated as 3, 4, or 5 star)
3	KINDERGARTEN ASSESSMENT - Increase performance of entering kindergarten children on the Kindergarten Assessment
4	EARLY LITERACY - Percentage of students meeting or exceeding statewide academic achievement standards in 3rd grade reading
5	STUDENTS ON TRACK TO GRADUATE - Percentage of 9th grade students on track to graduate.
6	HIGH SCHOOL COMPLETION - Percentage of students who complete high school within four years
7	COLLEGE GOING - College-going rate of Oregon residents into post-secondary institutions
8	CHRONIC ABSENTEEISM - Percentage of students who are absent more than 10% of days of the school year
9	CUSTOMER SERVICE - Percentage of customers rating the agency's customer service as "good" or "excellent"

DEPARTMENT OF EDUCATION PERFORMANCE & OUTCOME MEASURES

KPM #1	QUALITY LEARNING ENVIRONMENTS - Increase the percentage of early learning and development programs participating in the statewide Quality Rating and Improvement System Data Collection Period: Jul 01 - Jun 30
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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.

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

How Are We Doing

As of August 31, 2020, 1,559 programs have intentionally engaged in Spark. By comparison, there were 1,518 in August 2018, 1,489 in 2017, and 1,370 in August 2016. The percentage of those engaged that are **quality rated** has increased even as the totals have stayed steady. This year, Oregon's QRIS, Spark, has effectively engaged over 42% of the early care and education programs in Oregon, (1,559 Spark out of 3,735 licensed programs) up from 36% in 2018 and 40% in 2019. This is measured by the number of Commitment to Quality, 3 star, 4 star, and 5 star programs.

Factors Affecting Results

With the state-wide closure of child care due to COVID-19 in March, the child care landscape drastically changed in the state of Oregon. The pandemic has caused many permanent closures throughout the state. Once an emergency child care procedure was put in place, there are still restrictions on how programs are able to operate, which has reduced the number of operators throughout the state, including some of those that were participating in Spark prior to the pandemic. With such a profound shift, recruitment within Spark slowed as state priorities shifted to deal with the crisis presented by COVID. However, even with the change, Spark participation increased from 1,520 in January 2020 to 1,559 in August.

Two other factors that are affecting the data is the participation of programs that were called "Alternative Pathway" programs but are now called "voluntary licensed" programs. These are public school-based programs for which licensing rules changed about two years ago, and at the time, no longer needed to be licensed however were still allowed to participate in Spark. Their presence affects the denominator as the total of non-spark participating programs in this category are unknown. In addition, programs participating in a Focused Child Care Network may not be in the Spark numbers due to not being licensed yet, or they have not applied, but are still receiving funds and technical assistance similar to that of Spark-participating programs.

DEPARTMENT OF EDUCATION PERFORMANCE & OUTCOME MEASURES

KPM #2	QUALITY LEARNING ENVIRONMENTS - Increase the percentage of high quality early learning and development programs as measured by the statewide Quality Rating and Improvement System (rated as 3, 4, or 5 star)
Data Collection Period: Jul 01 - Jun 30	

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.

Fiscal Year	Result
2017	45%
2018	50%
2019	48%
2020	47%
Target	55%

How Are We Doing

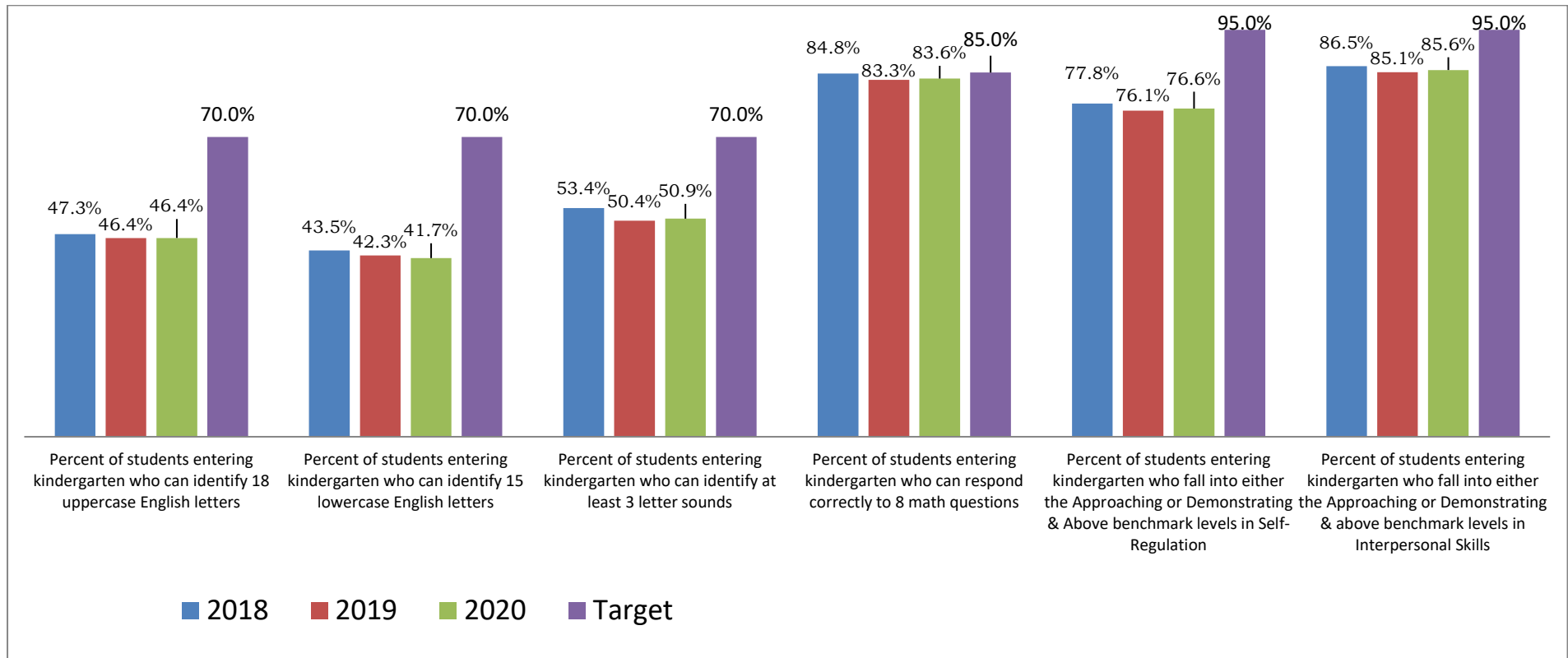
As of August 31, 2020, 47% of programs participating in Oregon's Quality Rating and Improvement System (Spark) received a 3, 4, or 5 star rating. Of the 1,559 intentionally engaged programs, 727 are 3, 4, or 5 star rated. Numbers stayed similar for the star ratings levels. There is minimal variation from month to month due to the dynamics of the overall system. Programs drop from the rated group due to closures or loss of star rating due to compliance issues, while other programs newly achieve a rating. For example, the number of star rated programs for the last three Augusts (2018-2020) have been 724, 725, and 727. Since Spark began in 2013, 730 programs that participated in it have either closed or become ineligible. Of those, almost half (353) have been since August 2018, and yet there are 122 more programs participating now than in August 2018.

Factors Affecting Results

Spark has been in a maintenance state over the last year. The number of programs that have increased in their rating has been balanced out by the number of programs losing their rating due to license compliance issues. As there is an overall decrease in licensed programs with small family homes are seeing the greatest decline, the denominator of all eligible programs is lower. This is a trend being seen nationally as well as in Oregon. In addition, there is a category of programs that are newly license exempt that are rated and are not captured in this denominator.

DEPARTMENT OF EDUCATION PERFORMANCE & OUTCOME MEASURES

KPM #3	KINDERGARTEN ASSESSMENT - Increase performance of entering kindergarten children on the Kindergarten Assessment
Data Collection Period: Aug 01 - Oct 31	



How Are We Doing

Over the last four years, the Oregon Department of Education and the Early Learning Division shifted how Kindergarten Assessment Outcomes are measured. The rationale behind this change is to better align with the change in the Early Literacy measures and allow for the use of interpretive guidance. By taking a deeper look at what the data is telling us, we are able to provide better outcomes for students entering kindergarten.

DEPARTMENT OF EDUCATION PERFORMANCE & OUTCOME MEASURES

In the fall of 2019, 98% of entering kindergartners participated in the Oregon Kindergarten Assessment. This is a slight increase 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.

Factors Affecting Results

Implementation of a statewide assessment provides a state-level perspective on the social, self-regulatory, and academic skills that students have when they enter kindergarten so that change can be measured over time. Additionally, the information can help school districts, communities, and Early Learning Hubs coordinate an approach to early childhood education and school readiness. The point in time “snapshot” of students’ foundational skills upon entry to kindergarten can contribute to and help address important policy questions:

- Are Oregon’s children arriving at kindergarten prepared to be successful in school?
- Is their level of foundational skills improving or declining over time?
- Are there disparities (geographical, cultural, racial, and socio-economic) between groups of children that must be addressed?
- Are there particular foundational skill areas that Oregon should target?

Oregon’s Early Learning System is continuing the process of transformation, and as part of this transformation, the Early Learning Hubs continue to develop. The programs and initiatives produced by the Hubs are targeted for children ages 0-6. Some of the students who are benefitting from these services have not yet reached kindergarten age. The Early Learning Hubs use the Hub Metric and Accountability Framework, which provides a 3-5 year horizon for seeing measurable increases on the Kindergarten Assessment. The Kindergarten Assessment is suspended for 2020-21 and its purpose, utility, and design will be evaluated with education and community partner feedback in the coming school year.

Group-level Interpretive Guidance was introduced in 2016 for the Approaches to Learning Measure. The scores from the Approaches to Learning measure are depicted along a developmental continuum that describes the skills that typical students should be able to demonstrate upon entry into kindergarten. Benchmark level expectations are assigned based upon a range of scores and will help provide a baseline for student growth in subsequent years, as well as enable teachers to identify targeted areas for supporting the social-emotional and interpersonal development of groups of children. The benchmark level expectations are:

Developing (1.00-2.90), Approaching (2.91-3.99), and Demonstrating & Above (4.00-5.00).

In addition, the Early Literacy measures were revised for 2016-17 to better align with Early Learning and Oregon’s adopted State Content Standards in early

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English language arts and mathematics. ODE anticipates that the change in measures will allow for more accurate measurement of change over time. Group-level Interpretive Guidance was introduced in 2017 for the English Early Literacy Measure. The scores from the English Early Literacy Measure are depicted along a developmental continuum that describes the skills that typical students should be able to demonstrate upon entry into kindergarten. Benchmark level expectations are assigned based upon a range of scores and will help provide a baseline for student growth in subsequent years, as well as enable teachers to identify targeted areas for supporting early literacy development. The benchmark level expectations are:

Developing: 0-7 uppercase letters, 0-4 lowercase letters, 0-3 sounds

Approaching: 8-17 uppercase letters, 5-14 lowercase letters, 4-6 sounds

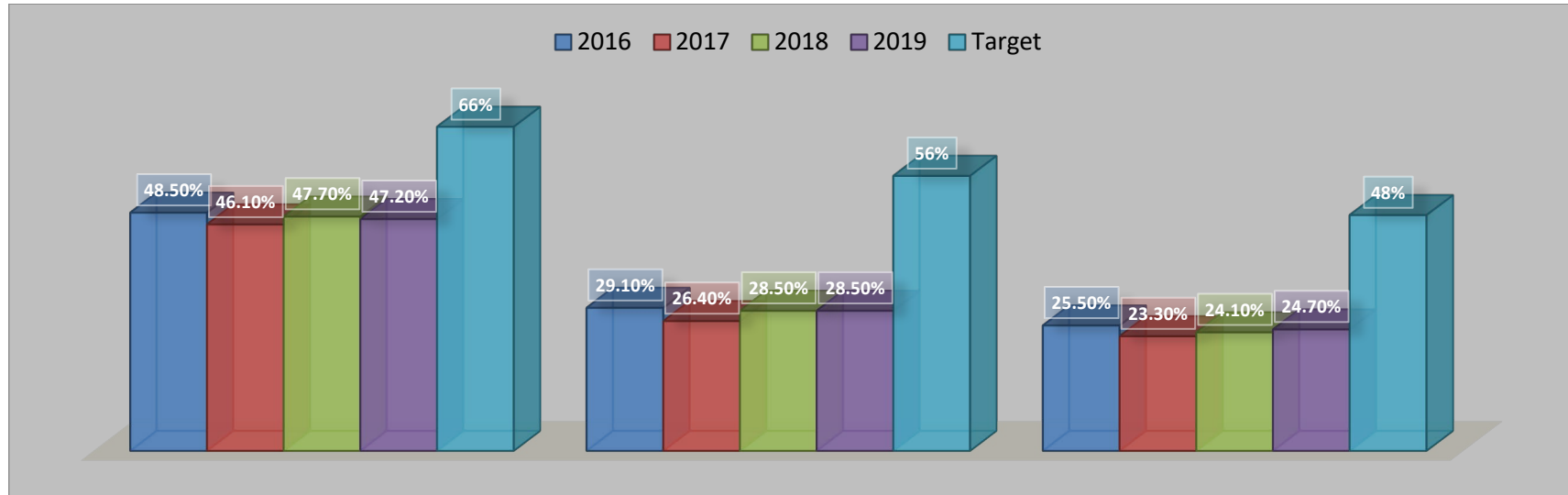
Demonstrating & Above 18 or more uppercase letters, 15 or more lowercase letters, 7 or more sounds

The Kindergarten Assessment Advisory Panel went through an extensive process to align the Early Math items with Early Learning and Oregon's adopted State Content Standards in early English language arts and mathematics. As a result of this process, 14 items were revised to better align with these two sets of standards. The new items are introduced on an annual basis. As a result of the items being more aligned with standards, the percentage of students who could correctly answer 8 or more math items out of 16, was approximately the same as prior years.

The passage of the Student Success Act (SSA) allocates 20% of an historic investment in education to an Early Learning Account. The funding will be dedicated to fully funding Early Intervention/Early Childhood Special Education, expanding Relief Nurseries and preschool programs, and providing professional development for early childhood educators. Though substantial reductions are anticipated to the funding associated with the SSA, these investments should help more children enter kindergarten with the skills and supports necessary for success.

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KPM #4	EARLY LITERACY - Percentage of students meeting or exceeding statewide academic achievement standards in 3rd grade reading
Data Collection Period: Feb 01 - Jun 30	



How Are We Doing

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 provide updated data for KPM 4: Early Literacy for 2019-20.

Factors Affecting Results

Oregon's state content standards for English Language Arts were adopted by the State Board of Education in June of 2019, following a process of review and revision. The shifts in the revised standards resulted in a need for change in our instructional strategies and learning routines. These revised standards come from work done on a national level by Student Achievement Partners and The Council of the Great City Schools. They include a focus on foundational reading, including the core components such as phonological awareness, phonics, phonemic awareness, and fluency. During the 2019-20 school year, ODE began updating resources to help align educators' implementation efforts around the state using evidence-based instructional best practices. In addition, ODE has revised the criteria for ELA instructional materials adoption to ensure a greater focus on early literacy in newly-adopted instructional materials. ODE has also prioritized standards to focus on those that will help students eventually meet the College and Career Readiness Anchor Standards.

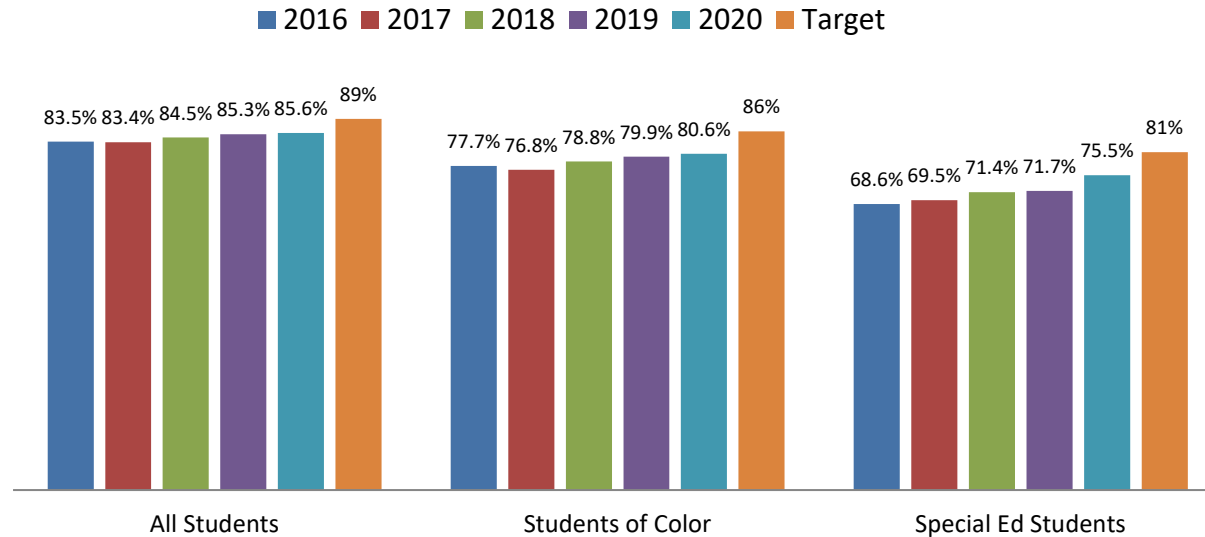
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Recently, ODE has developed training materials to better support districts in effectively using Oregon Statewide Summative Assessment (OSAS) results in third grade aligned to assessed assessment targets. ODE continues to work developing districts' understanding in both use and interpretation of Target Reports available through the OSAS Portal's Online Reporting System, which allows districts to make connections between summative assessment targets, Oregon Standards, and instructional practices. In addition, new for the 2020-21 school year, districts have access to the Oregon Statewide Interim Assessment System which is aligned the full rigor and complexity of the Oregon state standards in reading, writing, listening, and research. ODE is supporting districts to build local capacity for utilizing the interim assessments as part of a balanced assessment system to gauge students' proficiency throughout the course of the year. Such practices are supported by the research surrounding literacy best practices encouraging districts to complete a fall winter and spring benchmarking cycle to monitor how well students are progressing towards mastery of the grade-level standards and identify the need for and implement early interventions using current grade-level text to accelerate learning.

Additionally, in spring 2020 ODE launched Oregon Open Learning (OOL). The primary purpose of OOL is to set up an Open Education Resources (OER) Commons hub that contains curated, created, and reviewed OERs from educators and partners aligned to Oregon standards. OER are teaching, learning, and research resources that reside in the public domain or that have been released under an intellectual property license that permits their free use and re-purposing by others. The COVID-19 pandemic has underscored the tremendous inequities and various levels of access to learning resources across Oregon and the nation. While this event has created significant disequilibrium in the state's educational systems, ODE recognizes the responsibility and opportunity to rethink and rebuild the collective approach to instructional materials and educational resources. The Oregon Open Learning Hub and Open Education Resources enable a shift in the power structures that have historically driven the development of educational materials by broadening access to authorship, and supporting the diverse voices that the education system has historically marginalized. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. Oregon Open Learning and the resources available there for educators include a focus on early literacy for grades K-3, in particular.

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KPM #5	STUDENTS ON TRACK TO GRADUATE - Percentage of 9th grade students on track to graduate.
Data Collection Period: Jul 01 - Jun 30	



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.

How Are We Doing

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. (A note about the data: due to the lack of a spring membership report in 2019-20 due to the COVID-19 pandemic, ODE was not able to exactly match the denominator as in past years. However, the denominator when looked at for the state level was able to be approximated enough as to not have a significant impact on the rate calculation. Also, while there were no changes to the Ninth Grade On-Track Collection due to COVID-19, because Distance Learning for All in the Spring of 2020 allowed for “Incomplete” grades to be recorded, ODE advised school districts that students with incomplete credits should not have those credits count toward their On-Track requirement to be reported in the collection.)

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Factors Affecting Results

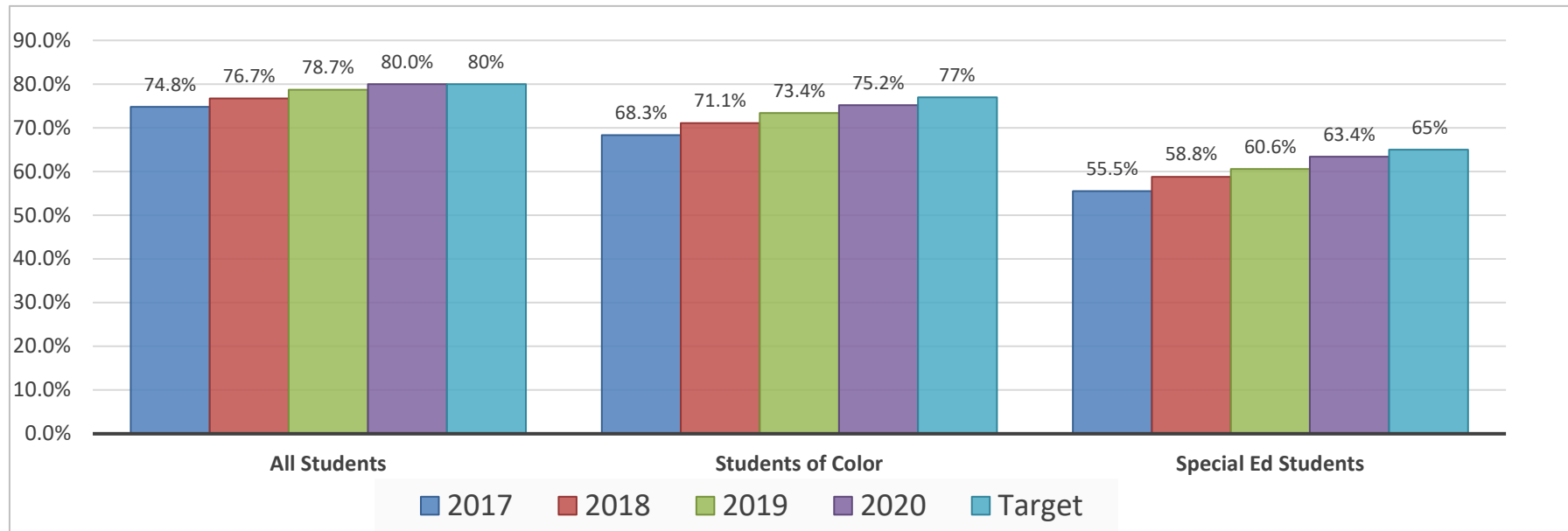
ODE has applied the following strategies to increase the number of Oregon's 9th grade students who are on track to graduate:

- During the 2019-2020 school year, ODE invested in training the High School Success staff and management about effective systems to increase the number of 9th grade students on track to graduate. ODE is using 9th grade on track as a metric for evaluating High School Success fund success, and districts are more focused on using these data to drive institutional practices. To support districts in sharpening their focus and apply an equity lens to their data, ODE provided guidance and a self-assessment system for districts to use as they applied for High School Success Funds. COVID school building closures may have impacted 9th grade on track improvements. Oregon's guidance included pass/incomplete requirement for students finishing the year through distance learning. Students have a credit assurance plan requirement that will give them opportunity to complete any courses that they were unable to complete during the Spring of 2020.
- ODE Partnered with the Confederation of Oregon School Administrators and Stand for Children to support trainings and sharing of practices from districts in Oregon implementing 9th grade on track systems and convened graduation and student success coaches from across the state to share resources and strategies for improving 9th grade on track.
- ODE Provided supports to the high schools receiving targeted or comprehensive support from ODE to increase student achievement, including increasing 9th grade students on track to graduate.
- ODE continues to provide statewide technical assistance to all districts to improve the quality of special education services, the Individualized Education Program (IEP) process, and ultimately, results for students with disabilities, including the percentage who are on track to graduate by the end of 9th grade. IEP teams must meet no less than annually but can meet more frequently in order to ensure a Free Appropriate Public Education (FAPE) is provided. Each IEP team is responsible for individually problem-solving the barriers that keep a child from independently accessing the general curriculum. This includes determining a child's present levels of academic achievement and functional performance (which could include on-track status), setting goals to enable the child to make progress in the general education curriculum, and determine the supports needed to allow the child to progress towards annual goals and the general education curriculum.

A focus on culturally responsive pedagogy and practice as well as strategic investments for students of color and English Learners provided evidence of the impact such supports provide. When educators can implicitly use the cultural knowledge, prior experiences, frame of reference, and performance styles of diverse students in a learning environment, educators can make learning appropriate (Gay, 2010). To that end, several of the grants funded by the African American/Black Student Success Act are focused on high school success, particularly directed at a strong first year performance, offering tutoring and mentoring programs to ensure consistent and significant support toward a positive 9th grade outcome.

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KPM #6	HIGH SCHOOL COMPLETION - Percentage of students who complete high school within four years
Data Collection Period: Jul 01 - Jun 30	



How Are We Doing

The statewide graduation rate for the class of 2018-19 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. The year-to-year increase in graduation

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rates was greater for every underserved student group than the increase in the state average, bringing underserved student groups closer to the statewide average than ever before. Compared with the graduating class of 2014, the rate for the graduating class of 2019 has increased by 14.2 percentage points for students who are American Indian / Alaska Native, 11.3 percentage points for students who are Hispanic/Latino, 10.2 percentage points for students who are African American/Black, 8.8 percentage points for students who are Native Hawaiian / Pacific Islander, and 6.4 percentage points for students who are Asian. In addition, students receiving Special Education supports experienced gains of 12.3 percentage points and English Learners in High School experienced gains of 8.5 percentage points.

These gains made by student populations historically underserved by the system are particularly important given the alarming historic persistence of a significant achievement gap in Oregon between white students and students of color, including multiracial students. Remaining gaps provide stark evidence of a failing system for children of color in Oregon schools that continues to create a considerable challenge for our collective future.

Other highlights include:

- Students who have successfully completed English Learner programs in Oregon graduate at a rate of 84.3 percent, higher than the statewide average. Speaking multiple languages improves education outcomes no matter which language a student learns first.
- Students taking a Career and Technical Education (CTE) course graduated at a rate of 88.9 percent in four years and those enrolled in a CTE program of study had a 93.5 percent graduation rate in four years.
- The graduation rate for students experiencing homelessness is up from 50.7 percent from the class of 2017, to 55.4 percent for the class of 2019. The class of 2017 was the first class for which this data was collected.
- Students in the Migrant Education Program saw a 4.4 percentage point increase in graduation rates over last year to 79.4 percent, less than a percentage point below the statewide average.

It is also important to note that not all those who do not graduate in four years drop out of school. Many go on to a fifth year or earn GED credentials.

Factors Affecting Results

ODE is continuing its comprehensive plan to address chronic absenteeism, backed by a \$7.4 million investment by the 2017 Legislature. Through implementation of the High School Graduation and College and Career Readiness Act of 2016 (High School Success), ODE has provided funding to improve high schools through ninth grade teacher collaboration meetings; building data systems to track behavior, attendance, and course performance; and building partnerships, systems to ensure on-time graduation, systems to address chronic absenteeism, and systems to ensure equitable assignment to courses. Recipients of the funds hired staff and supported educator professional learning, built CTE programs, and implemented drop out prevention strategies. Access to career and technical education (CTE) and other hands-on learning experiences has expanded in part as a result of High School Success funding. Students in Career and Technical Education (CTE) courses have a far higher graduation rate than the state average. CTE programs

DEPARTMENT OF EDUCATION PERFORMANCE & OUTCOME MEASURES

continued to expand in the 2018-2019 school year. ODE continued to partner with community organizations, such as the immigrant and Refugee Community Organization, to support emerging bilingual students. The Department also supported school districts expanding their capacity to engage with community members to design high school programs that engage students.

The state also continued support of the Regional Promise Program to bring equitable participation in accelerated learning to Oregon schools. An Education Northwest study showed that students who participated in college courses while in high school were 30 percentage points more likely to graduate from high school, 25 percentage points more likely to enroll in college and 22 percentage points more likely to persist in college compared to their peers who did not take college credit courses while in high school. The expansion of college level courses to more students and targeting historically underrepresented student groups has helped boost our graduation rate. ODE also continues to offer support to districts in using student data to improve outcomes in partnership with Education Service Districts and Stand for Children and provides regional support on evidence based strategies to improve graduation such as advisory periods, career exploration, and equity and inclusion practices in teaching and curriculum development.

ODE continues to convene advisory panels of teachers, education leaders, and education partners serving diverse Oregon communities (such as community based organization) to discuss necessary policy and practice changes to improve graduation. ODE's engagement efforts have included asking students to voice their needs and partner with the school to find mechanisms that speak to their needs, soliciting advice and recommendations from community based organizations serving communities of color, and engaging parents and the community in conversations about the resources needed to encourage graduation and completion. ODE has also solicited recommendations from various equity-focused, ODE sponsored advisory groups that have developed plans that provide guidance on improving graduation outcomes for traditionally marginalized student populations (i.e., the African American/Black Student Success Plan, the American Indian/Alaska Native State Plan, and the English Learner Strategic Plan).

ODE has applied the following additional strategies focused on improving outcomes for students from culturally, racially, ethnically, and linguistically diverse backgrounds:

- Making graduation a high priority for all of our high schools and asking our leaders, teachers, and staff to identify structural supports that can provide pathways for graduation for students of color through the African American/Black Student Success Plan.
- Analyzing trends for students of color and identifying the strategies that are making the mark.
- The Office of Equity, Diversity, and Inclusion at ODE providing professional development and resources to district and school staff on culturally responsive pedagogy and practice.

ODE has applied the following additional strategies focused specifically on improving outcomes for students with disabilities:

- Continue the successful pilot using the State Toolkit for Examining Post-School Success – STEPSS with five more school districts in 2019-20 to

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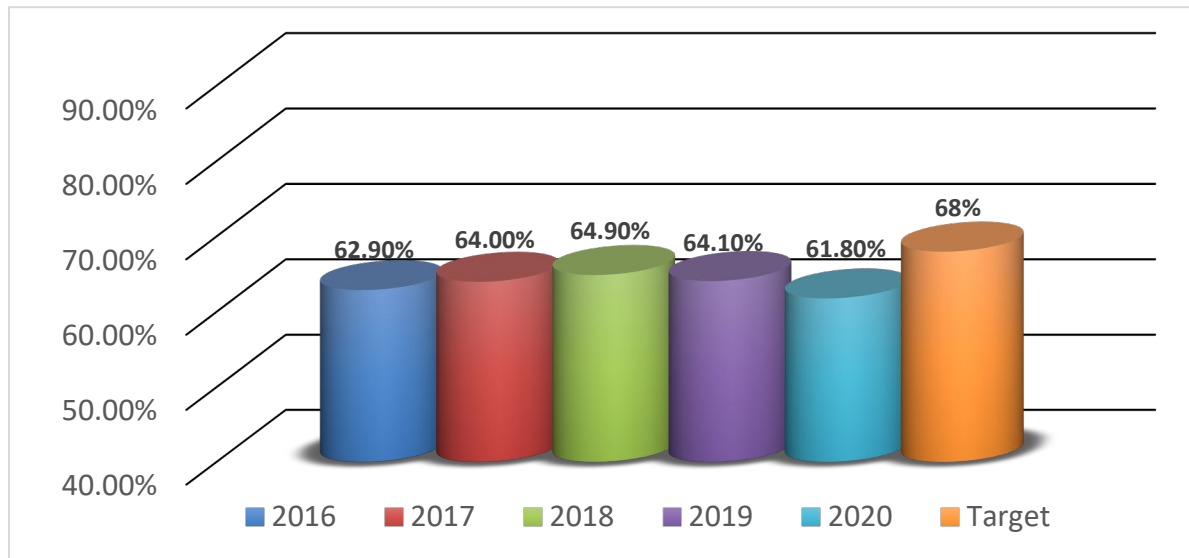
improve transition programs and post school outcomes for students with disabilities. This data-based decision-making tool used by the five school districts has been used in collaboration with the National Technical Assistance Center on Transition (NTACT). It is used to help local educators, in partnership with other stakeholders, use a continuous data-based decision-making model with secondary transition data related to graduation (Indicator 1), dropout (Indicator 2), compliant IEPs (Indicator 13), and post-school outcomes (Indicator 14) data to improve transition programs for youth with disabilities.

- Collaborate with the Department of Human Services (DHS) to support and increase the Youth Transition Program (YTP) in more than 120 high schools.
- Continue training local education agencies to write effective Summary of Performance (SOP) documents that identify a student's strengths and needs so the student has documentation to provide in the next environment they choose after high school.
- Ongoing partnership with our Parent Training Institute (PTI) to train parents, families, and staff on understanding and participating in the IEP process and to create a culture that sets high expectations for students with disabilities.
- Work closely with VR, DD, and OCDD to create systems that work to improve employment and post-school outcomes for students with disabilities.
- Provide professional development to school districts using post-school outcome data (PSO) to make changes to transition programs by implementing evidence based practices and predictors of post school success for students with disabilities.
- Collaborate with Vocational Rehabilitation (VR) and Oregon Developmental Disabilities (ODD) to develop and implement 36 cross-agency Regional Employment Collaboration (REC) professional development trainings focused on employment opportunities for staff working in VR, Parent Training Information (PTI), Developmental Disabilities, tribal VR, and education. These trainings were designed to facilitate universal information sharing, encourage collaborative resource delivery, and promote the shared outcome of employment for all transition age student with disabilities.
- Collaboration with Vocational Rehabilitation to fund the Transition Technical Assistance Network (TTAN), which continues the work to improve Oregon's systems of designing and delivering employment services for students with disabilities. The Transition Network Facilitators (TNF) work to support the collaborative efforts of Vocational Rehabilitation, Developmental Disability Services, Employment First Teams, and Local Education Agencies in Oregon in the implementation of the Workforce Innovation and Opportunity Act (WIOA) and the provision of Pre-Employment Transition Services (Pre- ETS). Transition Network Facilitators provide training and technical assistance in their communities by supporting school districts to recognize and understand the outcomes of Executive Order No. 15-01 and WIOA, specifically focusing on successful transition to employment and/or education.
- Continue work with the National Technical Assistance Center on Transition (NTACT) for intensive technical assistance to support Oregon's continual efforts to improve outcomes for youth with disabilities.

The Oregon Statewide Transition Conference (OSTC) provides attendees an opportunity to learn, network, and share innovative approaches regarding transition practices in Oregon. The over 620 attendees included educators, community college and university representatives, services providers, state agencies staff, and other support staff were able to choose from 72 different sessions to build their capacity in assisting, designing, and implementing services to improve successful transition from school to employment.

DEPARTMENT OF EDUCATION PERFORMANCE & OUTCOME MEASURES

KPM #7	COLLEGE GOING - College-going rate of Oregon residents into post-secondary institutions
Data Collection Period: Jul 01 - Jun 30	



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% from the previous year and a little over 6% 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.

How Are We Doing

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%. Oregon's current rates declined slightly in 2012-13 and 2013-14 but then started increasing again in 2014-15^[1]. Up through the high school class of 2016-17, the rates were close to the targets needed to keep Oregon on track to get to its year 2025 goal of 40% of high school students earning a bachelor's degree or higher,

DEPARTMENT OF EDUCATION PERFORMANCE & OUTCOME MEASURES

40% earning an associate's degree or other postsecondary credential, and 20% earning a high school diploma (the "40-40-20 goal"). The fall in the Extend Participation Rate to 61.8% for the class of 2017-18, however, puts it more than 6 percentage points below the target. The fall in rate may be attributable to the continuing strong economy and tuition and fee increases that continue to outpace inflation.

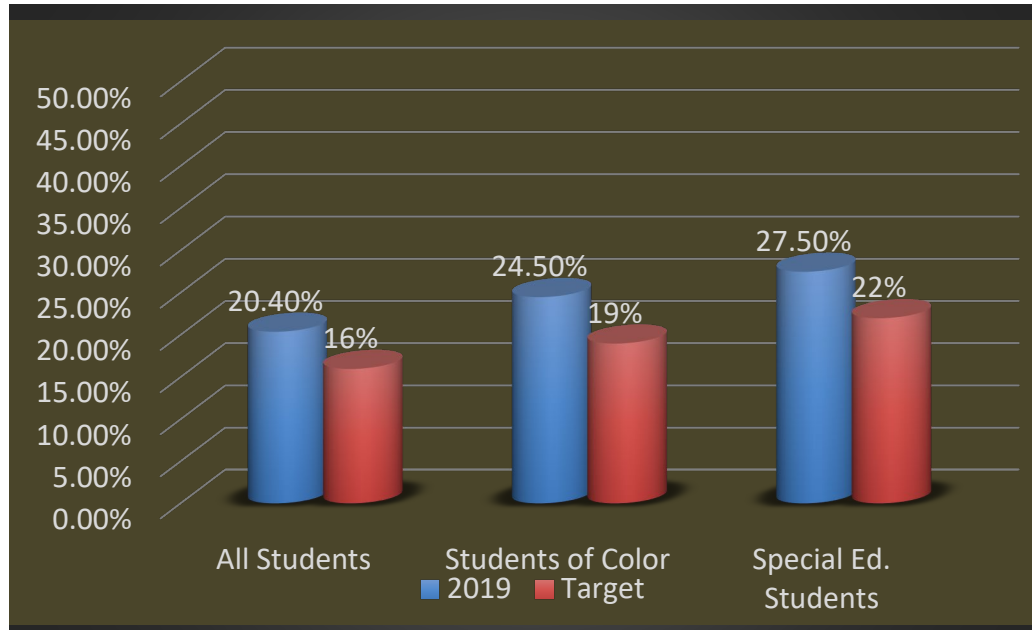
Factors Affecting Results

A number of factors affect the college participation and success of Oregon high school graduates. Principal among them is the quality of preparation that students receive in the early grades and in high school. A number of other factors, however, also affect the rate at which students enter college and the success they have there, including the impact students' financial and family circumstances has on their ability to attend college and to remain there once they start. In addition, college attendance rates are sensitive to labor market conditions, with fewer students enrolling in college when job prospects are better in a growing economy.

^[1] A correction in the data received by the Oregon Department of Education from the National Student Clearinghouse resulted in upward revisions to the Extended Participation Rates in data years 2014-15 and 2015-16.

DEPARTMENT OF EDUCATION PERFORMANCE & OUTCOME MEASURES

KPM #8	CHRONIC ABSENTEEISM - Percentage of students who are absent more than 10% of days of the school year
Data Collection Period: Jul 01 - Jun 30	



Results: The 2019 Legislature approved KPM #8 to help measure the impact of funding being targeted to reduce chronic absenteeism. The 2018-19 school year 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.

How Are We Doing

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.

Factors Affecting Results

ODE and consortia of ESDs have continued to implement a statewide attendance plan through HB4002 and have designed a plan of supports through communities of practice that are held monthly/bi-monthly across Oregon. Oregon districts have the opportunity to attend, receive extra capacity building support, and connect with other cross-sector agencies through engagement with their local/regional capacity builder that is positioned within the ESD. ODE and consortia of ESDs have hired ten regional capacity builders across the state of Oregon to address chronic absenteeism, specifically in our historically

DEPARTMENT OF EDUCATION PERFORMANCE & OUTCOME MEASURES

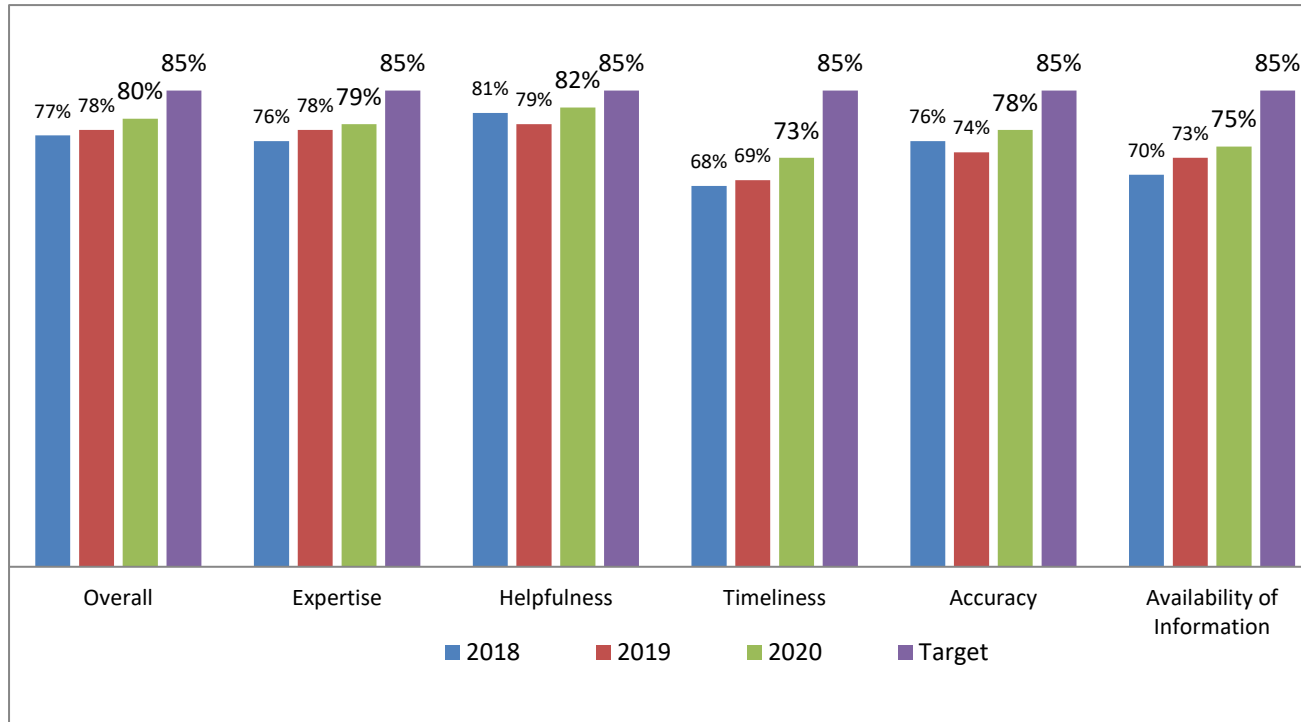
underserved student populations, and to build capacity within district systems that create sustainable change over time. ESDs and ODE are using a collective impact model from the Tamarack Institute, which aligns cross-sector agencies, community organizations, districts, schools, and the needs of families within those regions around a specific problem of practice that all of the collective efforts from these various entities can engage and create a theory of action for change. ODE in partnership with the Public Health Division, Oregon Health Authority, Oregon Department of Transportation, and other cross-sector agencies, is looking at regions across Oregon and designing a plan of support around transportation and health supports. The focus of the cross-sector agencies is to build a cohesive plan that collectively impacts all agencies and communities across Oregon. We do know for sure, students and families across Oregon continue to face housing challenges, which contribute to our highest population of chronically absent students experiencing homelessness. In addition, students' mobility rate has greatly impacted their outcomes for attending school. During this last year, COVID-19 impacted the implementation of ODE's statewide attendance initiative. Due to biennial budget reductions and the shift to distance learning, the scope and sequence of this work has shifted to support districts and regions in a virtual environment. The focus on student and family engagement through community support remains at the heart of increasing regular attendance, even in a virtual setting.

ODE has also continued direct supports to 27 of the school districts with the highest rates of Chronic Absenteeism. Supports include grant dollars and ESD coaches to continue to diagnose the barriers to regular attendance, create plans to address those barriers, track data, communicate more effectively with families and students, and change the systems that disproportionately affect our historically underserved students. End-of-year reports from those school districts showed progress on their plans prior to the pandemic, and supports from the plans helping in their work as they moved into Distance Learning for All.

The Tribal Attendance Promising Practices (TAPP) grant in the State Plan for American Indian/Alaska Native (AI/AN) students is another strategy working to improve attendance for AI/AN students. Although the focus is on AI/AN students, TAPP's efforts are school-wide and have the ability to positively impact all students' attendance rates. Through focused efforts to decrease chronic absenteeism rates, the state has seen AI/AN students' attendance improve by 3% since the start of TAPP while their peers have increased chronic absenteeism rates. Even more important, TAPP is one mechanism that brings together tribes, school districts and community based organizations to collaborate and find solutions for students for whom they have shared concerns. Some of the resources provided through their collaboration include finding shelter for homeless students, referrals to mental health providers, providing food for hungry students, and providing opportunities for enrichment for students. TAPP has strengthened or was the catalyst for districts to create wrap-around teams to serve their most vulnerable students and families. In addition, TAPP has provided school districts with professional development and trainings (some examples are Tribal History, Restorative Justice, Family Engagement, and Health Improvement strategies) and funded AI/AN curriculum development, books, cultural events, and the number one driver for positive attendance Relationship Building. During the transition to emergency distance learning in Spring 2020 in response to the COVID-19 pandemic, school districts were able to rely on the relationships built through TAPP to reach families that teachers were having difficulty connecting with and provide food, packets, and supplies.

DEPARTMENT OF EDUCATION PERFORMANCE & OUTCOME MEASURES

KPM #9 **CUSTOMER SERVICE** - Percentage of customers rating the agency's customer service as "good" or "excellent"
Data Collection Period: Dec 01 - Dec 31



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.

DEPARTMENT OF EDUCATION PERFORMANCE & OUTCOME MEASURES

Factors Affecting Results

ODE's mission and vision focus on fostering excellence for every learner, with an emphasis on providing excellent customer service to attain this goal. ODE has committed to transitioning from what has traditionally been viewed as a compliance-oriented relationship with its customers to a service-oriented relationship. A review of respondent comments indicates that our customers generally see ODE staff as service-oriented and wanting to help. Respondent comments also note the following themes, listed in order of prominence:

- Insufficient or sporadic communication about new or changing rules, deadlines, and webinar/training opportunities create challenges for customers The webpage contains a lot of information, but it is difficult to navigate
- Staff are responsive, knowledgeable, and helpful, with the following caveats:
 - Response accuracy and timeliness vary from person to person
 - Knowing who to contact with specific questions and staff availability can be challenging
- While capacity is growing in the areas of theory, research, and evidence-based practice, expertise still focuses primarily on rules and laws Processing times (e.g., for grant fund distribution, fingerprinting, background checks) are lengthy and create challenges for customers

DEPARTMENT OF EDUCATION SUMMARY OF PROGRAMS

A Unified Approach

The Department works in partnership and collaboration with school districts, education service districts, early learning HUBs, Oregon Tribes, culturally specific organizations, non-profit and community-based organizations, and other state and local governments to deliver services and supports for:

- Early Learning & Childcare Services
- K-12 Public Education
- Youth Development & Intervention Services

		Youth by Age Groups																													
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24					
Early Learning Division	Early Learning Services (ages 0 - 6)																														
	Child Care Services, (ages 0 - 12, or age 17 for special circumstances)																														
K-12 Public Education	Early Intervention/Early Childhood Special Education (ages 0 - 5)																														
	Kindergarten through Grade 12 (ages 5 - 18, or to age 21 for Special Education Transition Services)																														
Youth Development Division	Youth Development Services (ages 6-24)																														

Early Learning and Child Care Services are primarily administered by the Early Learning Division (ELD) and delivered through its network of Early Learning HUBs and non-profit and community-based partners. Some of the major ELD responsibilities include:

- Administering early learning and development programs throughout the state
- Regulating licensed child care facilities and administrating the federal Child Care and Development Fund
- Partnering with communities, health, human services, and K-12 to build an early learning system in Oregon

K-12 Public Education Services include a range of direct technical assistance, grant programs, and contracts that support helping every student gain equitable access to quality learning and education. These services are provided through:

- Director's Office
- Office of Equity, Diversity & Inclusion
- Office of Enhancing Student Opportunities
- Office of Education Innovation & Improvement
- Office of Teaching, Learning and Assessment
- Office of Finance and Information Technology
- Educator Advancement Council

DEPARTMENT OF EDUCATION SUMMARY OF PROGRAMS

- Child Nutrition, Pupil Transportation, and Fingerprinting
- Oregon School for the Deaf

Services are delivered through direct agency staff support and technical assistance, as well as grants and contracts with school districts, education service districts, tribes, culturally specific organizations, and non-profit and community-based partners

Youth Development Services are administered by the Youth Development Division through grants and contracts with community-based organizations, culturally responsive organizations, tribes, non-profits, and local government organizations that focus on:

- Community-based efforts to assist in reducing youth gang violence
- Prevention and intervention services for underserved and underrepresented youth that work to reduce juvenile arrests and recidivism
- Community School opportunities designed to address learning for underserved and underrepresented youth

Who We Serve: Our Customers

Students & Youth

- **582,661** students in K-12 (2019-20)
- **About 16,255** youth ages 6-24 (2019-21 estimated)

Oregon Tribes, Stakeholders, & the Public

- Families, culturally specific organizations, business community partners, education advocacy groups, the Legislature, other state agencies
- Oregon tribes, non-profits, and the general public.

Districts & Schools

- **197** school districts
- **19** education service districts
- **1,461** schools

Educators

- **Approximately 79,202** teachers, administrators and other local employees (**70,180 FTE**) in 2019-20

Early Childhood

- **Approximately 30,000** children served by publicly funded early learning programs
- **Approximately 6,500** licensed and licensed exempt child care facilities
- **Approximately 24,000** members in early learning workforce

Program Overview:

K-12 Grant-In-Aid represents funding awarded to districts, schools, or education service districts aimed to support student success. ODE administers over seventy K-12 Grant-In-Aid programs in the following seven categories:

- Student Achievement Grants
- District Capacity and Technical Assistance
- STEM and CTE Related Programs
- Nutritional Programs
- Educator Effectiveness and Professional Development
- Closing the Opportunity Gap
- Specialized Student Services

DEPARTMENT OF EDUCATION

SUMMARY OF PROGRAMS

Program Funding Request:

The K-12 Grant-In-Aid 2021-23 current service level (CSL) budget is \$3,502,336,481. ODE is requesting a decrease in K-12 Grant-In-Aid which is primarily driven by the reduced revenue projection for the corporate activities tax – the funding source for the Student Success Act. The impact of this revenue decline will be incurred by the Student Investment Account, to which 50% of the resources from the corporate activities tax are transferred. The other initiatives that are located within the other two SSA accounts have sufficient revenues to cover their 2021-23 CSL budget.

There are a few new investments requested in K-12 Grant-In-Aid that are focused on student success plans:

- New investment for LGBTQ+ student success plan and increased investment for the Latino/Latina/Latinx and Indigenous (Mexico, Central America, and South America) Student Success Plan (\$4 million);
- Increases to the High School Success Grant to match State School Fund growth (\$7.3 million);
- New investment for improving distance learning and teaching innovations (\$12.5 million); and
- Increased investments in CTE and STEM-Related Programs (\$5 million).

With these additional investments, ODE expects they will positively influence the following Key Performance Measures used to collectively measure the success of the K-12 Grant-In-Aid Program Unit.

- KPM #4: Early Literacy - 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.
- KPM #5: Students On-Track to Graduate - Percentage of ninth grade students on track to graduate.
- KPM #6: High School Completion - Percentage of students who complete high school within four years.
- KPM #7: College Going - College-going rate of Oregon residents into post-secondary institutions.

Program Description:

K-12 Grant-In-Aid provides mostly grants, reimbursements, and some contracts that are directly awarded to, or are for the benefit of, schools, school districts, and education services districts (ESDs). While most funding is provided directly to school district or ESDs, there are some programs which provide grants or contracts to non-profit providers or technical experts to provide services and supports to children and students.

These grants and contracts are focused on ensuring organizations have the funding resources necessary to provide specific services and support to children, students, educators, and administrators. Examples include special education for those students with learning disabilities; resources that enable low-income students to receive nutritious school meals; education courses and/or programs that enable students to gain specialized trade skills or better prepare for college; and programs that work to support historically and marginalized student populations.

DEPARTMENT OF EDUCATION SUMMARY OF PROGRAMS

The success of many of these programs are dependent on highly trained and specialized educators employed by Oregon's 197 school districts and 19 ESDs. Because of this, many of the cost drivers associated with the programs are related to teacher salaries; union negotiations; professional development; student population growth; and staff turnover.

Program Unit Narrative

The 2021-23 modified current service level for the K-12 Grant In Aid budget is \$3,288,769,560 which represents a 15.4% increase from the 2019-21 Legislatively Approved Budget (through January 2021 Session). The modified CSL reflects an adjustment to the approved CSL. This adjustment is related to a decrease in the May 2020 revenue forecast for the corporate activities tax (CAT) and eliminates the federal Charter School program. The CAT is the funding source for the Student Success Act and is projected to bring in over \$2 billion in revenue for the 2021-23 biennium. While the anticipated resources from the CAT decreased based on the May 2020 Revenue Forecast, it will still create funding to increase the 2019-21 Legislatively Approved Budget for SSA initiatives related to K-12 Grant-In-Aid by \$545 million in 2021-23.

The 2021-23 Governor's budget for K-12 Grant-In-Aid is as follows: (in millions)

Program Name	Description	GF	OF	OF CAT	FF	TF
Student Achievement Grants	Grants and programs that focus on helping students through a variety of supports and strategies aimed at achieving excellence in education, college, and career.	\$199.5	\$192.7	\$942.9	\$111.9	\$1,447.0
District Capacity and Technical Assistance Grants	Grants and programs that increase school district capacity through technical assistance and overall school system supports.	-	\$4.1	\$46.2	-	\$50.3
STEM and CTE-Related Program Grants	Grants and programs that help prepare students with the skills necessary to be successful in careers and citizenship, and better position the U.S. economy to remain a leader in the global marketplace.	\$31.6	-	-	\$34.7	\$66.3
Nutrition Programs	Grants and programs that provide children (and some adults) access to food, a healthy diet, and nutrition education in school-based and/or community-based settings.	\$1.6	\$2.8	\$84.3	\$435.7	\$524.4
Educator Effectiveness Grants	Grants and programs that focus on providing culturally responsive professional development and best practices for school educators and administrators.	-	-	\$30.5	\$39.2	\$69.7
Closing the Opportunity Gap	Grants and strategic initiatives that focus on providing assistance to historically underserved and low-income populations identified as achieving lower rates of student success.	\$8.1	\$10.0	\$27.0	\$427.2	\$472.3
Specialized Student Service Grants	Grants and programs designed to supplement regular education services for students with disabilities to ensure students grow and learn in the most effective way possible.	\$272.7	\$45.6	\$83.8	\$285.9	\$688.0
TOTAL		\$513.5	\$255.2	\$1,214.7	\$1,334.6	\$3,318.0

Student Achievement Grants

The current service level for Student Achievement grants is \$1,539,562,163. The 2021-23 Governor's Recommended Budget for Student Achievement grants is \$1,447,029,708. There

DEPARTMENT OF EDUCATION

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are nine primary grant program areas, as well as a request to add one new program for Oregon Digital Learning.

- **Start Making a Reader Today (SMART):** This grant provides funding that pairs adult volunteers with children for weekly one-on-one reading sessions aimed at supporting children's efforts to read independently. The budget is funded with General Fund and is administered through the Oregon Children's Foundation. The 2021-23 Governor's budget eliminates the SMART program.
- **Reach Out to Read:** This grant provides funds to Reach Out to Read, Inc. that enables parents to consult with primary care physicians during well-child visits to receive support and best practices for engaging their children in reading. The 2021-23 Governor's Recommended Budget for Reach Out to Read is \$78,225 supported with General Fund.
- **Supporting Accelerated Learning Opportunities:** This funding offsets the cost of Advanced Placement (AP), International Baccalaureate (IB), and other dual credit testing and programs for low-income students. It is directed through school districts in coordination with the Oregon College Board. The 2021-23 Governor's budget is \$1,488,949 and is supported with General Fund.
- **Regional Promise Grants:** These are grants to Education Service Districts and Community Colleges to 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. The 2021-23 Governor's budget eliminates the Regional Promise Grants program.
- **Physical Education Grants:** These are grants to school districts and charter schools to support activities related to meeting the physical education instructional requirements for students in kindergarten through grade 8. The 2021-23 Governor's budget is \$3,233,212 and virtually eliminates the General Fund component. Funding is provided as Other Funds from the Tobacco Master Settlement Fund.
- **Chronic Absenteeism Grants:** These grants provide funding to implement best and promising practices that work to systemically reduce chronic absenteeism amongst students. This includes grants to Education Service Districts to help provide support and grow districts' capacity, as well as grants to school districts used to put systems in place to help reduce student absenteeism. The 2021-23 Governor's budget is \$6,752,151 and is supported with General Fund.
- **High School Success Grants (Measure 98):** The High School Success Fund is supported through a combination of General Fund and Other Funds from the corporate activities tax. In total, the fund will receive \$318,570,148 of resources of which \$314,592,343 will be used for grants to school districts and charter schools to continue supporting four year strategic funding plans. These plans identify areas within schools where changes should be made to improve rates of freshman on-track towards graduation, graduation rates, and college and career readiness. The \$3,977,805 of additional resources are used to pay for agency operations that administer and support the program. Because there is General Fund that is contributed and transferred to a stand-alone fund, there includes an additional budget line item for \$178,693,888 (General

DEPARTMENT OF EDUCATION

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Fund portion) that is transferred to Other Funds. This amount, along with the amount dedicated for grants, make up a total 2021-23 Governor's budget for High School Success Grants of \$593,286,231.

- **Student Investment Account (SIA) Grants:** This grant program was part of the Student Success Act. The law requires at least 50% of the resources from the corporate activities tax (after required transfer to State Schools Fund) be transferred to the SIA and used for grants to all 197 school districts in Oregon to help meet student mental or behavioral needs; and increase academic achievement for students, including reducing academic disparities for historically underserved populations. The current service level for 2021-23 is \$986,135,640, however, due to the decrease in the CAT revenue projection in May 2020, the modified current service level is reduced by \$205,983,140. The 2021-23 Governor's budget for SIA grants is \$778,001,000, supported with Other Funds received from the corporate activities tax.
- **Student Success Team Intensive Coaching Grants:** This grant program was part of the Student Success Act. This program provides grant funding to school districts with the highest needs in the state and provides additional technical assistance support from Student Success Teams. The 2021-23 Governor's budget funds \$25,032,000 and is supported with Other Funds received from the corporate activities tax.
- **Oregon Digital Learning (NEW):** This is a new funding request for a K-12 Grant-In-Aid program that will provide technical assistance and support to school districts for digital learning and innovative approaches for teachers to provide students with personalized learning, computer science, blended learning, and online e-learning that is adapted to meet their needs. This request has become necessary due to the current COVID-19 pandemic. This Governor's budget includes \$12,460,000 of General Fund for 2021-23.
- **Other Private and Small Federal Grants:** The 2021-23 Governor's budget includes \$28,620,101 to be used for small grant resources from both private and federal partners. This includes \$14,769,631 from various Other Fund sources, and \$111,928,309 in small and/or one-time federal grants. For 2021-23, this includes emergency federal relief funds.

District Capacity and Technical Assistance Grants

The current service level for Student Achievement Grants is \$54,590,298 and is funded completely by State School Fund transfers, Corporate Activity Taxes, and a transfer from the Department of Human Services. The 2019-21 Governor's budget includes \$50,332,298. There are five individual grant programs within this area:

- **ESD Technical Assistance Support Grants:** This grant program was part of the Student Success Act. It provides funding to all 19 Education Services Districts through a statutory funding formula to carry out technical assistance activities outlined in a comprehensive plan used to support school districts in the implementation of their Student Investment Account grant. The 2021-23 Governor's budget is \$36,911,200 and is supported with Other Funds received from the corporate activities tax.

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- **Healthy & Safe School Plan Grants:** The program provides resources through a statutory transfer from the State School Fund for school districts, education service districts, and public charter schools to be reimbursed for testing of elevated levels of lead in water used for drinking or food preparation. The 2021-23 Governor's budget funds \$2,000,000.
- **Statewide School Safety & Prevention Systems:** This program was part of the Student Success Act. It provides funding through a combination of grants and contracts to establish and maintain a Statewide School Safety and Prevention System through technical assistance contracts and grants that effectively support and assist school districts and education service districts by:
 - Decreasing acts of harassment, intimidation or bullying, and acts of cyber bullying;
 - Decreasing youth suicidal behavior through the implementation of effective prevention programs and student wellness programs;
 - Implementing a multidisciplinary student safety assessment system to identify, assess and support students who present a potential risk for violence to others; and
 - Promoting the use of the statewide school safety tip line established by ORS 339.329.

The 2021-23 Governor's budget is \$3,598,598 and is supported with Other Funds received from the corporate activities tax.

- **Early Warning System Grants:** This grant program was part of the Student Success Act and includes two components. The first component provides \$2,086,000 from resources from the corporate activities tax to create technical service contracts that support school districts on the development of plans and initiatives to implement Early Warning Systems. These systems support school districts, students, students' families, educators, school counselors, and community organizations to take necessary corrective actions to assist students in graduating from high school. The second component provides funds for grants to school districts to support the actual implementation and ongoing district management of Early Warning Systems. The total 2021-23 Governor's budget for both components is \$5,736,500 and is supported with Other Funds received from the corporate activities tax.
- **Foster Care Transportation Grants:** This grant program is to provide reimbursement to school districts for costs incurred for transportation of students in foster care that is not covered by the State School Fund Transportation Grant. The total 2021-23 Governor's budget is \$2,086,000 and is supported with Other Funds transferred from the Department of Human Services.

Science, Technology, Engineering, and Mathematics (STEM) and Career and Technical Education (CTE) Related Program Grants

The current service level for STEM and CTE-Related Program grants is \$64,160,372 and is funded through a combination of General Fund and Federal Funds grants. The 2021-23 Agency Request Budget proposes a budget increase of \$5,000,000 bringing the total request for

DEPARTMENT OF EDUCATION

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STEM and CTE-Related Program grants to \$69,160,372. There are eight grant programs within this category of K-12 Grant-In-Aid:

- **STEM Regional Network Grants:** This program provides grants to Education Service Districts and Institutions of Higher Education to develop and expand Regional STEM Hubs designed to leverage community assets that increase student proficiency, interest, and attainment of post-secondary degrees in STEM and CTE. The 2021-23 current service level is \$5,052,112 and is supported with General Fund. The Department is requesting an increase of \$3,000,000 in General Fund for the grant program to expand its statewide capacity. The 2021-23 Governor's budget funds \$6,722,593, and is supported with General Fund.
- **CTE Revitalization Grants:** This program provides an estimated 26 biennial grants to school districts and education service districts. Grants are used to enhance collaboration between education providers and employers, resulting in innovation in the delivery of CTE programs and students served; expansion and growth of CTE programs and students served; providing students with experiential learning opportunities; and building career pathways for students that lead to high wage and high demand occupations. The 2021-23 Governor's budget funds \$7,321,353 and is supported with General Fund.
- **Career Pathway Fund:** This program provides an estimated 143 small grants to school districts to help incentivize the growth and sustainability of CTE programs of study throughout Oregon schools. In addition, the fund is used to provide grants to school districts, education service districts, and institutions of higher education to support CTE Regional Coordinators in managing Secondary Career Pathways Funding. The 2021-23 Governor's budget funds \$8,089,693 and is supported with General Fund.
- **STEM Innovation Grants:** This program provides an estimated 29 biennial grants to school districts, education service districts and institutions of higher education to expand the implementation of effective programs related to science, technology, engineering, and mathematics (STEM). The 2021-23 current service level is \$4,799,505 and is supported with General Fund. The Department is requesting an increase of \$2,000,000 in General Fund to support a collaborative regional network of mathematics teachers and leaders to develop instructional materials and new courses to meet the needs of diverse learners. The 2021-23 Governor's budget for STEM Innovation Grants funds \$5,291,548 supported by General Fund.
- **Student Leadership Centers:** This program provides funding through the Oregon Student Teacher Foundation to support the building and enrichment of local chapters of Career and Technical Student Organizations (CTSOs) in school districts throughout Oregon. CTSOs include organizations like the Future Business Leaders of America (FBLA) and Oregon DECA, as examples. The 2021-23 Governor's budget virtually eliminates these programs with funding of \$31,243 remaining in the budget.
- **Future Farmers of America (FFA):** This program was funded in 2019 and provides resources for two purposes. The first is to provide a grant to the Oregon FFA to help with student enrollment in secondary agricultural education, organize 24 state-level agricultural competitive events, provide leadership and training, and administer FFA

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activities. The second is to provide grants to school districts that enable students to manage agriculture programs during summer months. The 2021-23 Governor's budget funds \$2,117,290 with \$625,800 identified for Agriculture Summer Program Grants and the balance for the Oregon FFA. This program is supported by General Fund.

- **For Inspiration & Recognition of Science & Tech (FIRST):** This program provides direct funding support for the Oregon Robotics Outreach and Tournament Program to help inspire young people to be science and technology leaders. The 2021-23 Governor's budget eliminates the FIRST program.
- **CTE Vocational Education Grant:** This a federal grant program from the US Department of Education funded through the Carl D. Perkins funding program. These resources are used for an estimated 82 grants to school districts, education service districts, and institutions of higher education to support state leadership activities and vocational education programs that improve student academic and technical skill achievement, as well as prepares students for postsecondary education and employment. The 2021-23 Governor's budget funds \$34,720,730 based on a Federal Funds estimated for the biennium.

Nutrition Programs

The current service level for Nutrition Programs is \$539,852,721 and is funded through a combination of General Fund, Federal Funds, and Other Funds from Corporate Activity Taxes, and a State School Fund transfer. The 2019-21 Governor's budget eliminates the Farm to School program. There are five individual state grant programs within this area. In addition, there are eight different federally funded programs that are part of the funding received from the U.S. Department of Agriculture.

- **Federal Reimbursement Program:** These programs represent resources from U.S. Department of Agriculture (USDA) that provides pass-through funding to reimburse both school-based and community-based programs for meals specific to block grant funding for milk, school lunch and breakfast, child care, and summer food reimbursements. The federal nutrition programs are a collection of programs that provide nutritious and low-cost meals in educational or care settings to children – infant to 18 years old - as well as functionally impaired adults and persons age 60 and older. The programs provide cash reimbursements and donated food assistance to public and private schools, residential child care institutions, and child and adult day care programs under agreement with the USDA. Congress enacted the 1946 National School Lunch Act as a "measure of national security, to safeguard the health and well-being of the Nation's children." The programs can be divided into two groups: school-based and community-based. The school-based and community-based nutrition programs assure participants have access to nutritionally adequate meals and milk. All participants in a sponsoring organization have access regardless of household income. General cash assistance and food donations are provided to sponsors for meals and milk served. Program sponsors receive special assistance for meals and milk either served to participants in low-income households (gross income at or below 185% of poverty) or served in low-income areas (schools with at least 50% of students with household incomes at or below 185% of poverty). These programs include the following:

DEPARTMENT OF EDUCATION

SUMMARY OF PROGRAMS

- **National School Lunch Program (NSLP)** – The NSLP operates in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost meals to enrolled children every school day.
- **School Breakfast Program (SBP)** – Like the NSLP, the SBP operates in public and nonprofit schools and residential child care institutions. It provides nutritionally balanced, low-cost meals to enrolled children every school day.
- **Afterschool Snack Program** – The Afterschool Snack Program operates through the NSLP and offers cash reimbursement to help schools serve snacks to children in after-school activities. Schools with 50% or more of students who qualify for free or reduced-price meals may offer snacks at no charge.
- **Special Milk Program** – The Special Milk Program provides milk to children in school, child care institutions, and eligible camps that do not participate in other federal child meal programs. Schools are reimbursed for the milk served.
- **Fresh Fruit and Vegetable Program (FFVP)** – The FFVP operates through the NSLP in selected low-income elementary schools. Schools will receive a \$50 to \$75 reimbursement per student to make fresh fruits and vegetables available to students during the school day.
- **Commodity Food Distribution Program** – The Commodity Food Distribution Program supports American agricultural producers. The program also provides nutritious USDA-purchased food to the National School Lunch Program and the Summer Food Service Program.
- **Seamless Summer Option Program** – The Seamless Summer Option Program operates through the NSLP. Schools can operate during the summer with the same meal service, rules, and claiming procedures used during the regular school year.
- **Child and Adult Care Food Program (CACFP)** – The CACFP provides meals and snacks to children 12 years of age and under in childcare settings and to adults in nonresidential adult daycare centers. The CACFP also provides meals and snacks to children residing in emergency shelters.

The 2021-23 Governor's budget funds \$435,672,830 based on Federal Funds estimated for the biennium. Due to the fact that it is a pass through reimbursement program for a federally mandated population, these funds are considered non-limited Federal Funds.

- **After School Meal/Snack Program:** This program provides grants to an estimated 64 school districts and community based organizations to support the start up or expansion cost of at-risk afterschool or summer meal sites. The 2021-23 Governor's budget funds \$518,316 and is supported with General Fund.
- **Breakfast & Summer Lunch Program:** This program provides reimbursement to school districts and community based organization to supplement federal reimbursement

DEPARTMENT OF EDUCATION

SUMMARY OF PROGRAMS

programs for breakfast and summer lunches that ensure recipients eat for free. The 2021-23 Governor's budget funds \$1,055,381 and is supported with General Fund.

- **Hunger Free Schools Program:** This program was part of the Student Success Act. The program will provide reimbursements to school districts for breakfast and lunch for all students that meet federal eligibility requirements. The 2021-23 Governor's budget funds \$84,340,556 and is supported with Other Funds received from the corporate activities tax.
- **Free Lunch Grant Program:** This program provides reimbursement for approximately 500 schools, districts, and community-based organizations to serve lunches at no cost to students eligible for reduced price lunches under the current USDA's Income Eligibility Guidelines. The 2021-23 Governor's budget funds \$2,862,270 and is supported with Other Funds through a transfer from the State School Fund.
- **Farm to School Program:** This program provides grants to school districts and community based organizations to support the reimbursement of costs associated with acquiring and using Oregon-grown or Oregon-processed food, or to support reimbursement for costs incurred to identify sources of those foods or to process those foods. The 2021-23 Governor's budget eliminates the Farm to School program.

Educator Effectiveness Grants

The current service level for Educator Effectiveness Program Grants is \$71,143,477 and is funded through a combination of General Fund, Federal Funds grants, and Other Funds from the corporate activities tax. The 2021-23 Agency Request Budget does not propose any budget increases to the current service level. There are three individual grant programs within this area:

- **Accelerated College Credit Instructor Grant Program:** This program provides resources from the Accelerated College Credit Account to provide grants to school districts used for training of teachers who provide instruction in accelerated college credit programs, as well as student and classroom supplies related to these programs. The 2021-23 Governor's budget eliminates this program.
- **Educator Professional Development:** This program was part of the Student Success Act. The Act required ODE and the Educator Advancement Council to develop and implement a plan targeted to support K-12 educators across the state. The plan entitled "*Diversifying Oregon's Pathways in Education*," provides for contracts and grants that focus on educator retention; educator diversity; mentoring and coaching of educators; participation in educator preparation programs; and educator scholarships. *Diversifying Oregon's Pathways in Education* includes a three-tiered approach to implement strategic measures that invest in actions to dismantle institutional barriers for linguistically, racially, and culturally diverse educators, refine and support current equity initiatives across the state, and create sustainable, systemic reforms. The total 2021-23 Governor's budget funds Educator Professional Development is \$30,459,477 and is supported with Other Funds received from the corporate activities tax.

DEPARTMENT OF EDUCATION

SUMMARY OF PROGRAMS

- **Title IIA Teacher and Principal Grant:** This a federal grant program from the U.S. Department of Education that provides federal formula funding to all 197 school districts to improve student achievement through teacher and principal professional development. This improvement is met by elevating teacher and principal quality, through recruitment, hiring, mentoring, and retention strategies. The 2021-23 Governor's budget funds \$39,286,383 and is based on Federal Funds estimated for the biennium.

Closing the Opportunity Gap

The current service level for Closing the Opportunity Gap Grants and Initiatives is \$468,264,295 and is funded through a combination of General Fund, Federal Funds grants, and Other Funds both from corporate activities tax and a transfer from the State School Fund. The 2021-23 Governor's budget funds an increase of \$4,000,000 to bring the total request for Closing the Opportunity Gap to \$472,264,295. There are currently twelve grant programs within the Closing the Opportunity Gap category, with an additional program requested in the 2021-23 budget.

- **African American/Black Student Success Plan Grants:** This program provides funding to school districts and community based organizations to implement strategies outlined in the statewide education plan for African American/Black students with the objective of reducing the achievement gap for historically underserved students. The 2021-23 Governor's budget funds \$14,443,464 and supported by General Fund and Other Funds from the corporate activities tax.
- **Latino State Plan Grants:** This program was part of the Student Success Act and provide grants to Early Learning Hubs, providers of early learning services, school districts, post-secondary institutions of education, and community based organizations. These fund recipients are charged with implementing specific strategies outlined in the State Plan for supporting and improving outcomes for Latino/Latina/Latinx students. The 2021-23 current service level for Latino/Latina/Latinx and Indigenous (Mexico, Central America, and South America) State Plan Grants is \$2,000,000. ODE is requesting an increase of \$2,000,000 to further expand the program and strategies across the state. This brings the total 2021-23 Governor's budget to \$4,086,000, which is supported with Other Funds from the corporate activities tax.
- **LGBTQ State Plan Grants (NEW):** This is a new funding request for Closing the Opportunity Gap programs that will provide grants to schools districts and community based organizations to support specific strategies that focus on education success for LGBTQ+ students. The Governor's budget funds \$2,000,000 of Other Funds from the corporate activities tax to begin a grant program in the 2021-23 biennium.
- **American Indian / Alaskan Native Student Success Plan Grants:** This program was part of the Student Success Act and provides grants to Early Learning Hubs, providers of early learning services, school districts, post-secondary institutions of education, tribal governments, and community based organizations. These fund recipients are charged with implementing specific strategies outlined in the State Plan for supporting and improving outcomes for Alaskan Native/American Indian students. The 2021-23 Governor's budget funds \$6,654,340 and supported by Other Funds from the corporate activities tax.

DEPARTMENT OF EDUCATION

SUMMARY OF PROGRAMS

- **Tribal Attendance Grants:** This program provides funding to support partnerships between school districts and all nine federally recognized tribes in implementing and sustaining school-wide initiatives to reduce chronic absenteeism. The 2021-23 Governor's budget funds \$1,678,775 supported with General Fund.
- **English Language Learners Grants:** This program provides funding for an estimated 40 school districts for four-year grants to implement identified best practices for English Learners and connect with meaningful school improvement interventions and professional learning. The 2021-23 Governor's budget funds \$10,000,000 and is supported with a transfer from the State School Fund.
- **Summer School Grants for Title I Schools:** This program was part of the Student Success Act and provides grants to school districts for schools that are considered high poverty and have significant achievement gaps for students historically underserved. Funds are used to provide instructional time during summer programs. The 2021-23 Governor's budget funds \$6,258,000 and is supported by Other Funds from the corporate activities tax.
- **Title I, Part A Grants to LEAs:** This a federal grant program from the U.S. Department of Education that provides federal formula funding to all school districts with high numbers or high percentages of children in poverty, to help ensure all children and students have access to a high quality education and can reach proficiency on academic standards. The 2021-23 Governor's budget funds \$298,696,545 and is based on a Federal Funds estimate for the biennium.
- **Title I, Part A School Improvement Grants:** This a federal grant program from the U.S. Department of Education that provides funding to low-performing schools to ensure all children have a fair, equitable, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. The 2021-23 Governor's budget funds \$21,256,340 and is based on a Federal Funds estimate for the biennium.
- **Title I, Part C Migrant Education Grants:** This a federal grant program from the U.S. Department of Education that provides federal formula funding to school districts to improve the educational opportunities and academic success of migrant children, youth, agricultural workers and fishers, and their families. This supplementary program serves children and youth from age 3 through age 21, or until they graduate from high school. To reduce the educational disruption and other problems resulting from repeated moves often associated with the migrant life style, the program provides supplemental high-quality and comprehensive educational programs for migrant children. The 2021-23 Governor's budget funds \$48,843,575 and is based on a Federal Funds estimate for the biennium.
- **Title III English Language Acquisition Grants:** This a federal grant program from the U.S. Department of Education that provides federal formula funding to eligible school districts to assist in teaching English to students with limited English proficiency, improve the educational opportunities and academic success for students identified as English Learners and Recent Arrivers (defined as LEP and Immigrant in ESEA reauthorization), and help those students meet the same challenging state standards required of all

DEPARTMENT OF EDUCATION

SUMMARY OF PROGRAMS

students. Title III is supplemental to all local, state, or other federal funds. The 2021-23 Governor's budget funds \$14,290,473 and is based on a Federal Funds estimate for the biennium.

- **Title IV-A Student Enrichment Grants:** This a federal grant program from the U.S. Department of Education that provides federal funding to eligible school districts to increase capacity in providing all students with access to well- rounded education; improving school conditions for student learning; and improving the use of technology in order to improve the academic achievement and digital literacy for all students. The 2021-23 Governor's budget funds \$21,618,488 and is based on a Federal Funds estimate for the biennium.
- **Title IV-B 21st Century Community Learning Centers Grants:** This a federal grant program from the U.S. Department of Education that provides federal funding to selected school districts to support the creation of community learning centers (developed in partnership between a school district, a community-based organization, and another public entity or private entity) that provide academic enrichment opportunities during non-school hours for students who attend high-poverty and low-performing schools. The 2021-23 Governor's budget funds \$22,438,295 and is based on a Federal Funds estimate for the biennium.

Specialized Student Service Grants

The current service level (CSL) for Specialized Student Service Grants is \$695,570,850; however, due the expiration of a Federal Charter School Grant, the budget is reduced by \$7,583,781 bringing the modified CSL to \$687,987,069. These grant programs are funded through a combination of General Fund, Federal Fund grants, and Other Funds both from Corporate Activity Taxes and transfers from the State School Fund. The 2021-23 Governor's budget funds \$687,917,328. There are currently nine grant programs within the Specialized Student Service Grant category.

- **Vision Screenings Reimbursements:** This program provides reimbursement from the Vision Health Account to pre-kindergarten programs and school districts for costs incurred for conducting vision screenings of students. In total, the account will receive \$2,086,000 of resources of which \$1,938,517 will be used for reimbursements. The \$147,483 of additional resources are used to pay for the Agency Operations budget that supports the program. Because the source of this account is a General Fund appropriation, the request includes an additional budget line item of \$2,086,000 that is transferred to Other Funds. This amount, along with the amount dedicated for grants, make up a total 2021-23 Governor's budget for Vision Screening Reimbursements of \$4,024,517.
- **Youth Corrections Education Program/ (YCEP/JDEP):** The YCEP provides grants to 7 school districts and education service districts to provide education services for youth age 12-21 currently incarcerated in Oregon Youth Authority closed custody correctional facilities. The 2021-23 current service level for YCEP is \$12,609,453. The 2021-23 Governor's budget for YCEP funds \$12,595,265 and is supported through a combination of General Fund, Federal Funds from IDEA and Title I, Part D (Neglected & Delinquent grants), and transfers from the State School Fund.

DEPARTMENT OF EDUCATION

SUMMARY OF PROGRAMS

- **Juvenile Detention Education Program (JDEP):** The JDEP provides grants to 9 school districts and education school districts for providing education services for youth age 12-18 currently held in county juvenile detention centers. The 2021-23 current service level for JCEP is \$4,971,668. The 2021-23 Governor's budget for JDEP funds \$4,965,404 and is supported through a combination of General Fund, Federal Funds from IDEA, and transfers from the State School Fund.
- **Transition Network Facilitator Grants (TNFs):** This program provides grant funding to education services districts to hire a full-time Transition Network Facilitator to support the Governor's Executive Order 15-01 to further the improvement of Oregon's systems of designing and delivering employment services for students with disabilities. The TNF works to support the collaborative efforts of Vocational Rehabilitation and school districts in Oregon with the implementation of the Workforce Innovation Opportunity Act and the provision of Pre-Employment Transition Services. The 2021-23 Governor's Budget for TNFs funds \$1,460,200 and is supported with General Fund.
- **Early Intervention/Early Childhood Special Education (EI/ECSE):** The Early Intervention (EI) and Early Childhood Special Education (ECSE) programs provide specialized services to children with disabilities, and to their families and caregivers, to support the child's development (ORS 343.475). In Oregon, EI/ECSE services are administered through grants from ODE to regional contractors, usually education service districts. Services are individualized and based upon the unique needs of each eligible child served and their family. Early Intervention serves children, birth through two years of age, who have delays in developmental areas, or are diagnosed with a medical condition likely to result in developmental delay. Early Childhood Special Education serves children ages three to school-age who experience a developmental delay or a physical or mental disability. Services for both parts of the program are designed to enhance each child's development in the areas of: physical development, cognitive development, communication development, social and emotional development, and adaptive development. All children who qualify receive services. The 2021-23 current service level for EI/ECSE is \$320,989,343 and is funded with General Fund, Federal Funds from IDEA, and Other Funds for the corporate activities tax. The 2021-23 Governor's Budget funds EI/ECSE Program at current service level.
- **Low Incidence Regional Programs:** This program provides funding for grants to eight school districts and education service districts to serve children with low-incidence disabilities which include hearing impairment, vision impairment, deaf-blindness, severe orthopedic impairment, autism spectrum disorders, and traumatic brain injuries. Special education and related services for infants, toddlers, children, and youth with disabilities of "low incidence", are required under federal and state law. Grant recipients, through economies of scale, provide a concentration of staff, services, equipment, and materials enabling Oregon to meet federal and state obligations for instruction and services for these children in a cost-effective manner. The 2021-23 current service level for Low Incidence Regional Programs is \$64,495,161 and is supported with General Fund, and Federal Funds from IDEA. The 2021-23 Governor's Budget funds Regional Programs at current service level.

DEPARTMENT OF EDUCATION

SUMMARY OF PROGRAMS

- **Hospital Programs:** Provides funding for grants to three educational service districts for educational services to students in 4 private hospitals and 7 individual children's units, as well as the Oregon State Hospital. Per ORS 343.261, services are required for Oregon children who are hospitalized for acute or chronic medical conditions requiring extended or frequent hospital care (including - but not limited to - burns, cancer treatments, orthopedic impairments and head injuries), or children who are hospitalized at one of the Oregon State Hospital campuses with serious mental health conditions. The educational program for each student is developed and implemented in conjunction with the medical treatment program. The 2021-23 current service level for Hospital Programs is \$7,883,226 and is supported with a transfer from the State School Fund and Federal IDEA funds. The 2021-23 Governor's Budget funds the program at current service level.
- **Long Term Care and Treatment (LTCT) Program:** This program provides funding for grants to an estimated 27 school districts and education service districts for educational services to students placed by the Department of Human Services or the Oregon Youth Authority into residential or day treatment programs. The children served by these programs have a variety of therapeutic and educational needs. The 2021-23 current service level for the LTCT Program is \$41,565,556 and is supported with General Fund, Other Funds transferred from the State School Fund, and Federal Funds from IDEA. The 2021-23 Governor's Budget funds the program at current service level.
- **Blind & Visually Impaired Services (BVIS):** This program provides funding from the Blind and Visually Impaired Student Fund for assisting students who are blind or visually impaired in receiving appropriate resources and services, including educational services, in the communities where the students reside. In total, the fund will receive \$997,717 of General Fund resources, which will be combined with an estimated \$633,900 in the account to support a total of \$11,631,617 for services in 2021-23. Because this account receives a portion of its funding from a General Fund appropriation, there includes an additional budget line item of \$997,717 that is transferred to Other Funds. This amount, along with the amount dedicated for grants, make up a total 2021-23 Governor's budget for BVIS of \$2,629,334. The resources that support this budget come from General Fund and estimated resources that remain in the account at the end of the 2019-21 biennium.
- **Individuals with Disabilities Act (IDEA) Grants:** This a federal grant program from the U.S. Department of Education that operates in accordance to the Individuals with Disabilities Education Act (IDEA) that makes available a free and appropriate public education (FAPE) to eligible children with disabilities throughout the nation and ensures special education and related services to those children. The funding associated with IDEA provides both formula and discretionary grants to school districts, education service districts, institutions of higher education, and non-profit organizations. These grants are allocated under the following three areas of the Act:
 - **Special Education, Part B, Section 611** – grant funds to eligible organizations in providing a free, appropriate, public education, in the least restrictive environment, to eligible K-12 students with disabilities; funds are distributed to school districts;

DEPARTMENT OF EDUCATION SUMMARY OF PROGRAMS

- **Special Education, Part B, Section 619** – grant funds to eligible organizations to provide free, appropriate public education, in the least restrictive environment, to eligible students, ages 3-5 with disabilities; funds are distributed to early childhood special education programs;
- **Special Education, Part C** - grant funds to eligible organizations in providing appropriate early intervention services in a natural environment to eligible children with disabilities, birth through age 2; funds are distributed to early intervention programs.

The 2021-23 Governor's budget funds \$225,729,893 and is based on a Federal Funds estimate for the biennium.

DEPARTMENT OF EDUCATION

SUMMARY OF ODE STRUCTURE

Agency Programs

The Department of Education provides a myriad of programs to support Oregon's K-12 public school system, special education, early learners, and disconnected youth. More information on the following primary programs is located on the agency's website, as well as in other sections of this document. Many of these programs will be impacted by the initiatives discussed in more detail in the policy option packages included in the agency's 2021-23 Governor's Recommended Budget document.

Office of the Director

The Office of the Director is led by the Deputy Superintendent of Public Instruction (Agency Director). This office provides the overall supervision and management of the Department of Education. In its leadership role, it develops and implements education policy, and ensures the implementation of legislative, executive branch, and federal government policies and procedures are done with fidelity. Elements of the office include:

- State Board of Education
- Quality Education Commission
- Fair Dismissal Appeals Board
- Communications
- Human Resources
- Internal Auditing
- Government and Legal Affairs
- Legislative Services
- Early Warning Systems
- Civil Rights and Title IX
- Appeals and Complaints
- Sexual Misconduct Complaints
- Charter Schools
- Accountability & Reporting
- Research & Data Analysis

Office of Indian Education

The Office of Indian Education (OIE) supports the efforts of local educational agencies, tribes, organizations, post-secondary institutions, and other entities to meet the unique cultural, language, and educational needs of our American Indian/ Alaska Native students; and ensure that all students have the supports needed to be successful. OIE also works to promote active tribal communication with the nine federally recognized tribes in Oregon with the Deputy Superintendent. Programs Include:

- American Indian/Alaska Native Student Success Plan
- Tribal Attendance Program
- Native American Curriculum Grants

Office of Equity, Diversity & Inclusion

The Office of Equity, Diversity, and Inclusion provide various equity-focused and culture specific programs and initiative, enacted through legislation and implemented with partners across state.

DEPARTMENT OF EDUCATION

SUMMARY OF ODE STRUCTURE

The goal of the office is to provide support, technical assistance, and funding to districts, ESDs, and Community Based Organizations to improve the learning and experience of students and families from communities that are currently and historically harmed and marginalized by educational systems. Programs and responsibilities include:

- African American/Black Student Success Plan
- Latino/Latina/Latinx and Indigenous (Mexico, Central America and South America) Student Success Plan
- English Language Learning Grants
- Statewide School Safety and Preventions Program (SSA)
- Safe and Effective Schools (SSA)

Office of Teaching, Learning, and Assessment

The Office of Teaching, Learning and Assessment ensures all components of Oregon's public and private educational enterprise, pre-kindergarten through postsecondary (PK-20), are effectively interconnected to provide appropriate and personalized instruction for each student. In addition, this office manages student assessments across the state. This office provides leadership, professional development for teachers and administrators, and tools for student success to Oregon's districts and schools. Program and responsibilities include

- STEM and CTE Related Programs
- Supporting Student Achievement through Accelerated Learning
- Standards and Instructions
- Student Achievement Grant Programs
- Secondary/Post-secondary Transitions
- U.S. Department of Education Title Programs (Title IA, IC, ID, II, III, IV-A, IV-B)
- Student Assessments
- Oregon Digital Learning and Teaching Innovations

Child Nutrition, Fingerprinting, and Transportation

The Child Nutrition, Fingerprinting, and Transportation Unit administers both the Child Nutrition Programs, and Pupil Transportation and Fingerprinting Programs. Program and responsibilities include:

- State and Federal Food and Nutrition Reimbursement Program
- Hunger Free Schools Program (SSA)
- Breakfast Before the Bell Program (SSA)
- Farm to School Program
- Breakfast, Afterschool Snack, and Summer Lunch Programs.
- School Bus Safety Inspections
- Background check on classified school district staff

Office of Enhancing Student Opportunities

The Office of Enhancing Student Opportunities (OESO) supports educational facilities (schools, school districts, Educational Service Districts (ESDs), Long Term Care Treatment Centers

DEPARTMENT OF EDUCATION

SUMMARY OF ODE STRUCTURE

(LTCT), etc.) by providing educational and technical assistance services for Special Education Programs and Federal Title Programs (ESEA/ESSA). Program and responsibilities include:

- Individuals with Disabilities Education Act (IDEA) Compliance and District Resources
- Oregon School for the Deaf
- Low Incidence Regional Programs
- Early Intervention/Early Childhood Special Education Program
- Long Term Care and Treatment/Hospital Programs
- Blind and Visually Impaired Services Programs
- Youth Correction Education Program
- Juvenile Detention Education Programs
- Homeless Children & Youth Education Grant
- Rural and Low Income Schools Grant
- Summer School Program Grants (SSA)

Office of Education Innovation and Improvement

The Office of Education Innovation and Improvement (OEII) was created through the passage of the Student Success Act in 2019. This work of OEII is advanced through supporting systemic and district change applying continuous improvement, instructional, and leadership development strategies in collaboration across ODE and other state agencies and partners.

Program and responsibilities include:

- Student Investment Account Grant Program (SSA)
- Student Success Team and Intensive Coaching Grant Program (SSA)
- ESD Technical Assistance Grant Program (SSA)
- High School Success Grant Program (Measure 98)
- School Improvement Grant (Title IA)
- Every Day Matters Program (Chronic Absenteeism Grants)
- District Technical Assistance, Training, and Coaching (SSA)

Office of Finance and Information Technology

The Office of Finance and Information Technology (OFIT) provides support services to the agency as well as direct programs through distinct units. OFIT provides a wide range of internal services including: accounting and financial services, grant analysis and reporting, budget development and execution services, facilities management, mail services, procurement services, school finance and information technology. In addition, OFIT houses the statutorily-required Office of School Facilities, charged with providing program resources and technical assistance to school districts in addressing the capital needs of Oregon's schools.

Programs and responsibilities include:

- Financial and Accounting Services
- Grant Analysis and Reporting Services
- Budget Services
- Procurement Services
- Business Services (Facilities, Project Management, and Customer Service)
- Administration of State School Fund and Common School Fund
- Oregon School Capital Improvement Matching Programs
- Healthy and Safe School Plan Program
- Technical Assistance Program Grant
- Information Technology Services

DEPARTMENT OF EDUCATION

SUMMARY OF ODE STRUCTURE

- Information System Analysis and Development
- Network Security and Infrastructure Management
- IT Enterprise Services
- IT Strategic Policy and Planning
- Help Desk Support

Early Learning Division (ELD)

Oregon's Early Learning Division is charged with improving kindergarten readiness and family stability, while making sure multiple systems are more coordinated and aligned to effectively support families. The ELD reports to the Early Learning Council. Programs and responsibilities include:

- Oregon Prekindergarten Program
- Oregon Early Head Start
- Office of Child Care
- Healthy Families of Oregon
- Relief Nurseries
- Preschool Promise
- Early Childhood Equity Fund (SSA)
- Baby Promise Program
- Administration and Other Early Learning Initiatives

Youth Development Division (YDD)

The Youth Development Division provides evidence-based/best practice community prevention and intervention services for at-risk middle and high school age youth who are chronically acting out and/or are victims of neglect. The YDD reports to the Youth Development Council, which was established by House Bill 4165 in 2012 in overseeing a unified system that provides services to school-age children. The YDD serves youth age 12 through 24 years of age in a manner that supports academic success, reduces criminal involvement, and is integrated, measurable, and accountable. Programs and responsibilities include:

- Juvenile Crime Prevention
- Gang and Intervention Grant Program
- Youth Reengagement Program (SSA)
- Youth and Community Grants
- Youth and Innovation Grants
- Community School Grants
- Administration and Other Youth Development Initiatives

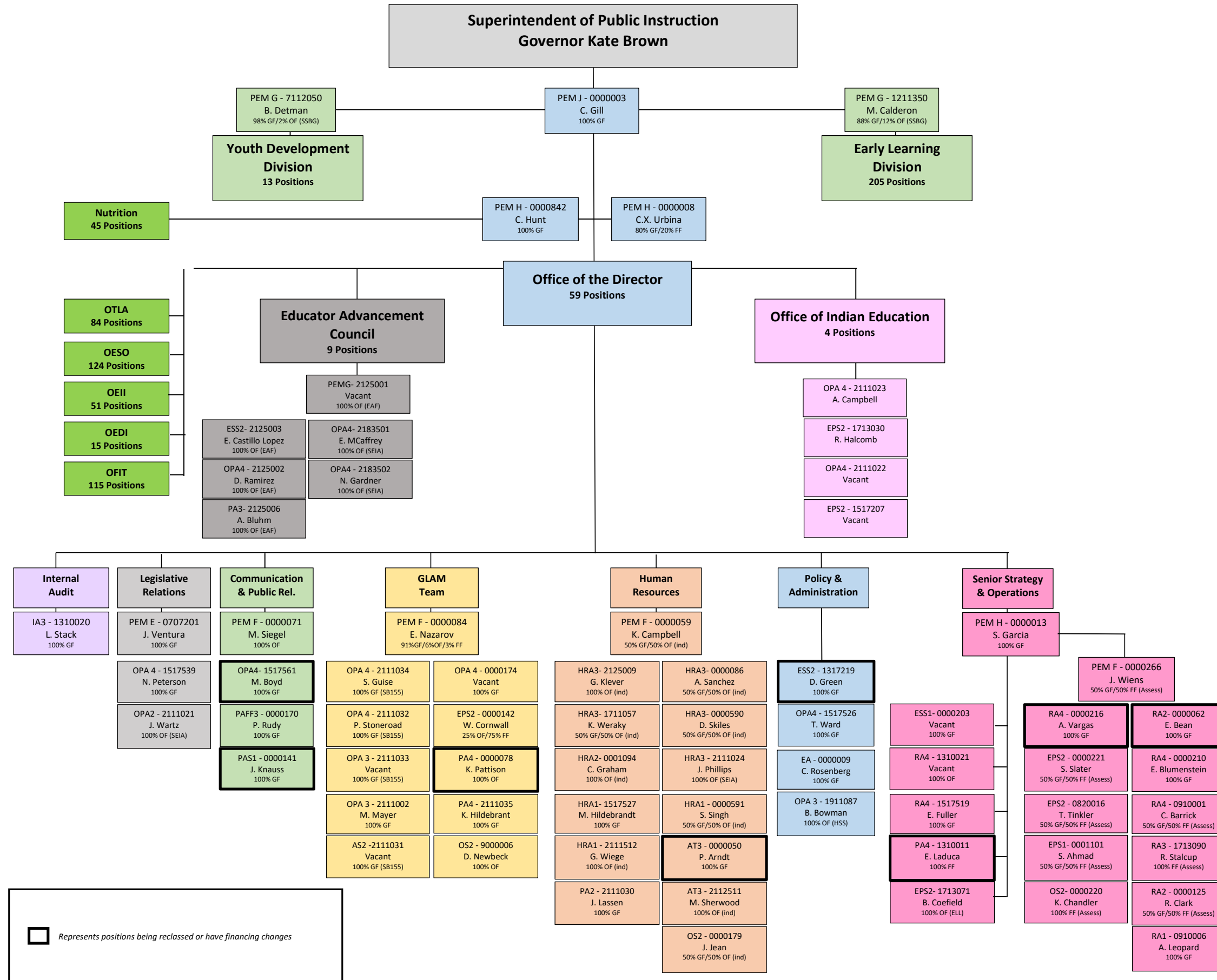
Oregon Educator Advancement Council (EAC)

The Educator Advancement Council is an innovative partnership aimed at helping Oregon achieve high-quality, well-supported and culturally-responsive public educators in every classroom. Building upon the Governor's Council on Educator Advancement recommendations, the Oregon Legislature created the Council through the passage of Senate Bill 182. The Council supports multiple initiatives that create the conditions for a more

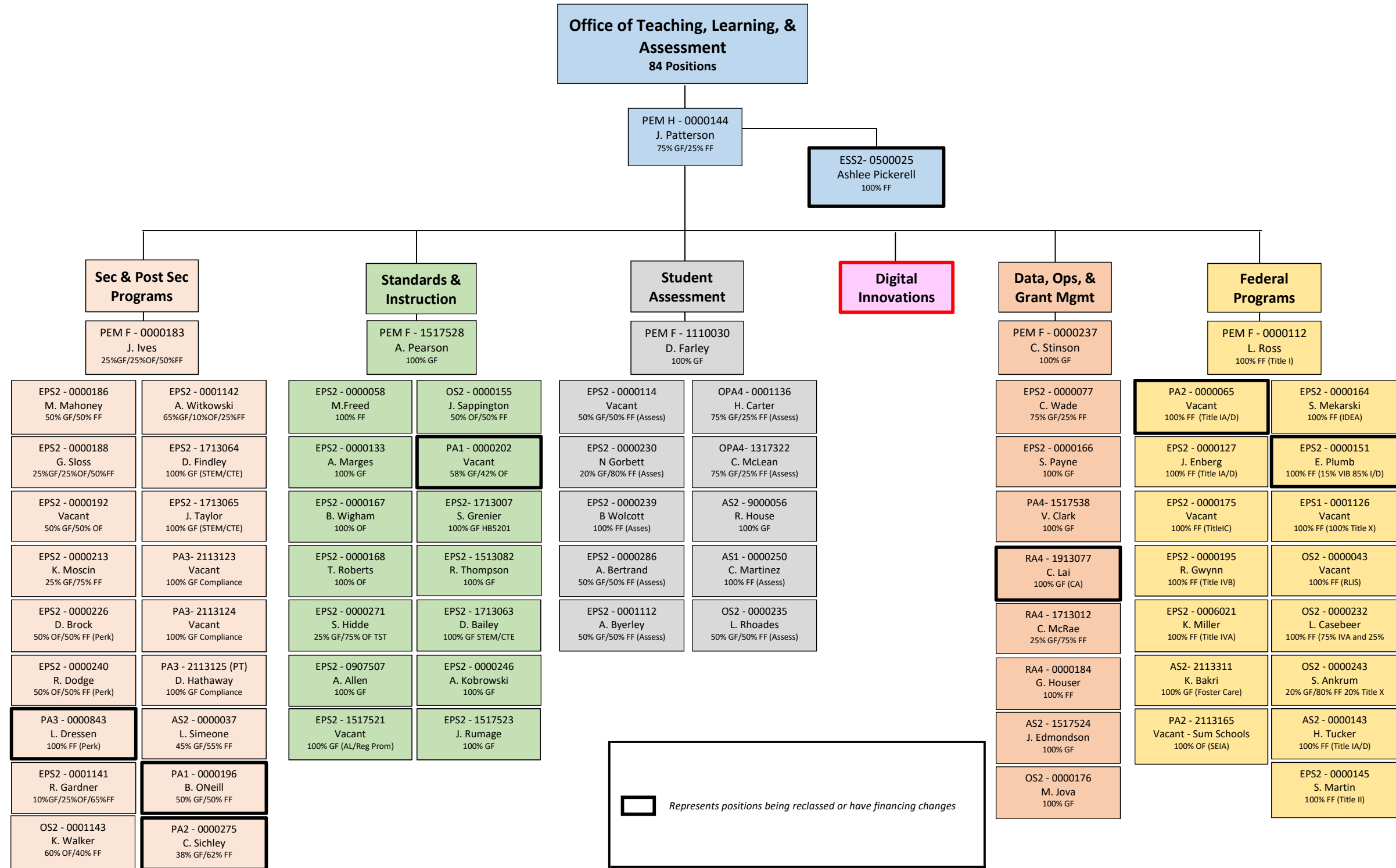
DEPARTMENT OF EDUCATION SUMMARY OF ODE STRUCTURE

antiracism, diverse, and empowered educator workforce. Utilizing a strength-to-strength approach, the Council centers educator voice through four key areas:

- Regional Educator Networks
- Diversifying Oregon's Pathways in Education (SSA)
- Educator Equity Act
- Cross Sector Alignment



Represents positions being reclassified or have financing changes



Oregon Department of Education

2021-23 Governor's Recommended Budget

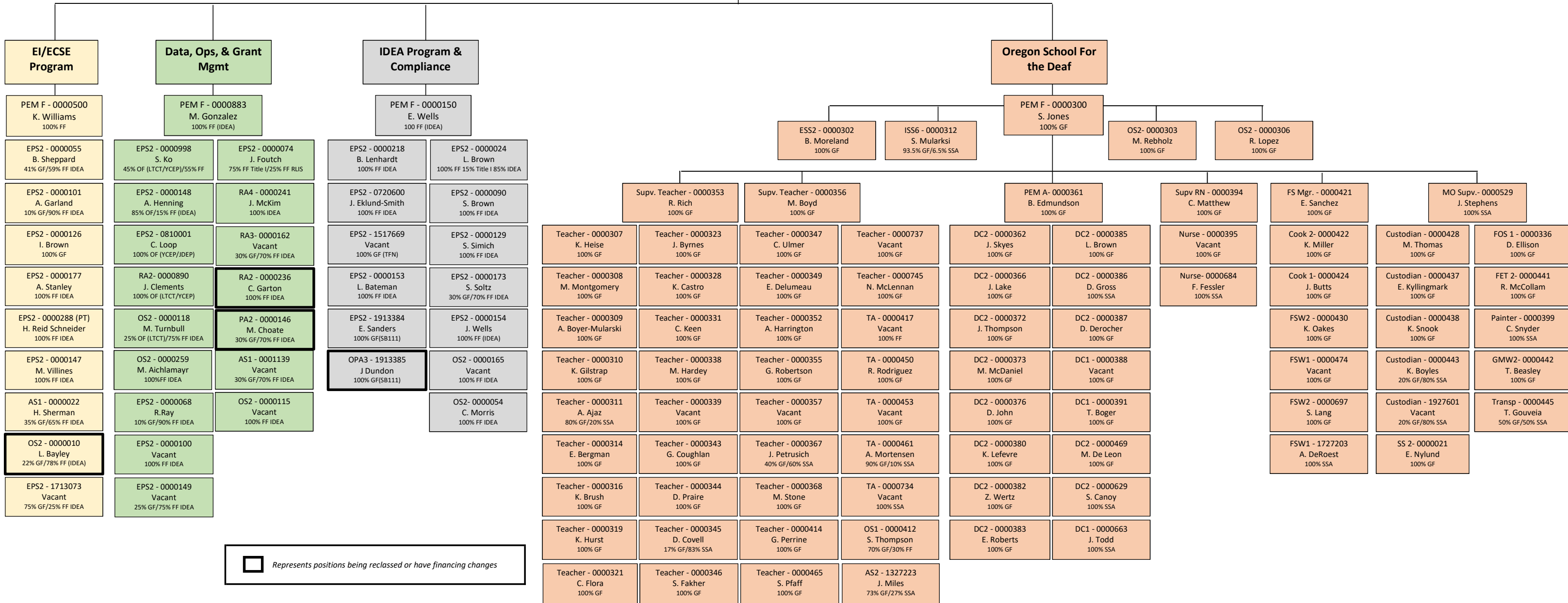
Agency Organization Chart

January 19, 2021



Office of Enhancing Student Opportunities 124 Positions

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Vacant
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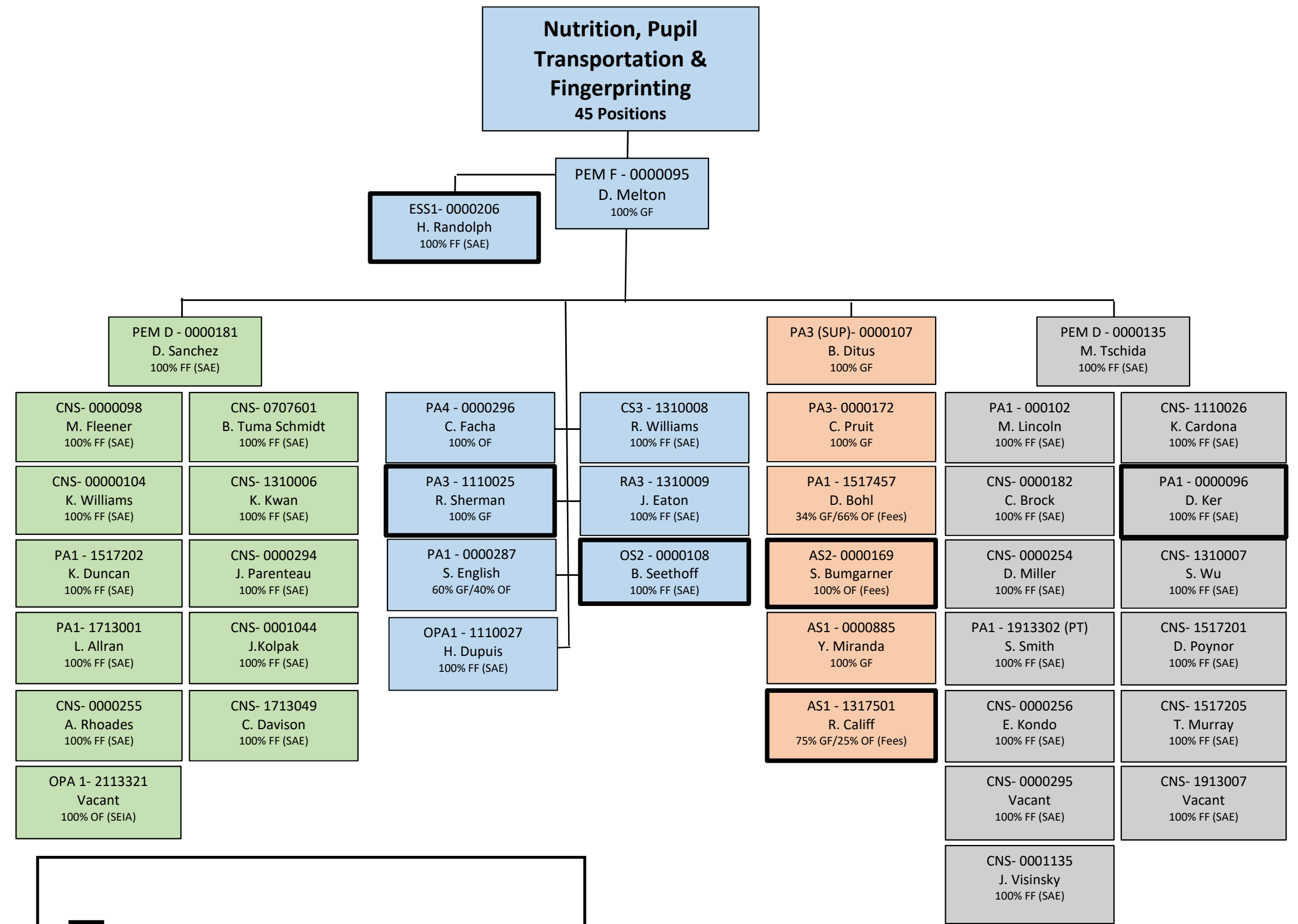
Represents positions being reclassified or have financing changes


Oregon Department of Education

2021-23 Governor's Recommended Budget

Agency Organization Chart

January 19, 2021



 Represents positions being reclassified or have financing changes

Oregon Department of Education

2021-23 Governor's Recommended Budget

Agency Organization Chart

January 19, 2021



**Office of Education
Innovation &
Improvement**

PEM G- 2113164
S. Nine
100% OF (SEIA)

OPA2 - 2113169
E. Tsao
100% OF (SEIA)

ESS1- 2113161
A. Garibay
100% OF (SEIA)

AS2 - 0000060
E. Rodriguez
100% FF (SI)

**System Capacity &
Improvement**

PEM F - 2113162
R. Moser
100% OF (SEIA)

**District & School
Effectiveness**

PEM F - 0000298
Tim Boyd
100% GF

**Grant Mgmt. &
Monitoring**

PEM F - 2113163
Vacant
100% OF (SEIA)

**Programs &
Practice**

EPS2 - 2113142
M. Mashia
100% OF (HSS)

EPS2 - 2113157
S. Moran
100% OF (SEIA)

OPA4 - 2113155
B. Whitson
100% OF (SEIA)

RA4 - 2112006
Vacant
100% OF (SEIA)

EPS2 - 0000120
B Putnam
50% GF/50 FF (SI)

**STUDENT SUCCESS
TEAM**

PA4 - 2113153
V. Higgins
100% OF (SEIA)

GA3 - 2113141
Vacant
100% OF (SEIA)

**HIGH SCHOOL
SUCCESS**

**CHRONIC
ABSENTEEISM**

EPS2 - 2113158
Vacant
100% OF (SEIA)

AS2- 2113146
Vacant
100% OF (SEIA)

RA4 - 2112007
T. George
100% OF (SEIA)

EPS2 - 1110034
Vacant
100% GF

OPA4- 2113167
S. Rosenberg
100% OF (SEIA)

PA2 - 2113148
Vacant
100% OF (SEIA)

GA2 - 2113140
Vacant
100% OF (SEIA)

OPA4 - 1913074
Vacant
100% OF (HSS)

EPS2 - 2113143
M. Lindblad
100% OF (HSS)

PA2 - 1913078
Vacant
100% GF (CA)

EPS2 - 2113159
Vacant
100% OF (SEIA)

EPS2- 1713033
J. Molan
100% FF (SI)

EPS2 -2113168
Vacant
100% OF (SEIA)

PA2 - 2113150
Vacant
100% OF (SEIA)

EPS2 - 1713066
A. Gunter
100% OF (HSS)

PA2 - 2113144
G. Espitia
100% OF (HSS)

EPS2 - 1913076
M. Jewell
100% GF (CA)

ESS1 - 1517535
M. Dumas
100% GF

PA3 - 2113166
Vacant
100% OF (SEIA)

PA2 - 2113151
Vacant
100% OF (SEIA)

EPS2 - 1713068
D Jamieson
100% OF (HSS)

RA4 - 1913073
J. Bevers
100% OF (HSS)

EPS2 - 0000119
T. Hernandez
25% GF/75% FF

OS2 - 2113145
Vacant
100% OF (SEIA)

PA2 - 2113152
Vacant
100% OF (SEIA)

EPS2 - 1713069
C. Medina
100% OF (HSS)

AS2 - 1913177
V. Garcia
100% OF (HSS)


RA4 - 1913075
L. Thorpe
100% GF (CA)

EPS2 - 1913070
L. White
100% OF (HSS)

AS2- 1913176
Vacant
100% OF (HSS)

**EARLY INDICATOR &
INTERVENTION SYS.**

OPA 4
Vacant
100% OF (SEIA)

 Represents positions being reclassified or have financing changes

Oregon Department of Education

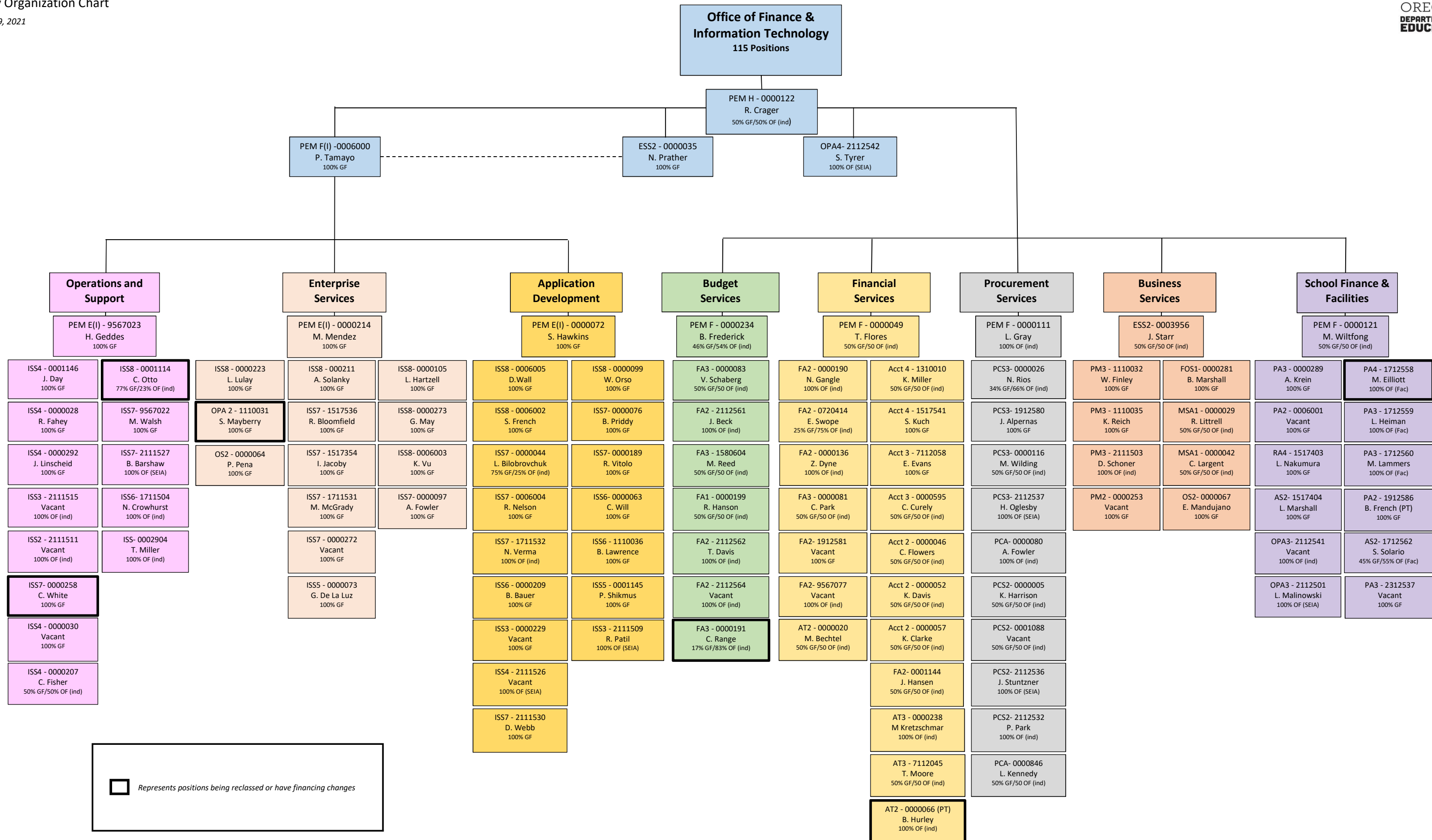
2021-23 Governor's Recommended Budget

Agency Organization Chart

January 19, 2021



OREGON
DEPARTMENT OF
EDUCATION



Represents positions being reclassified or have financing changes

Oregon Department of Education

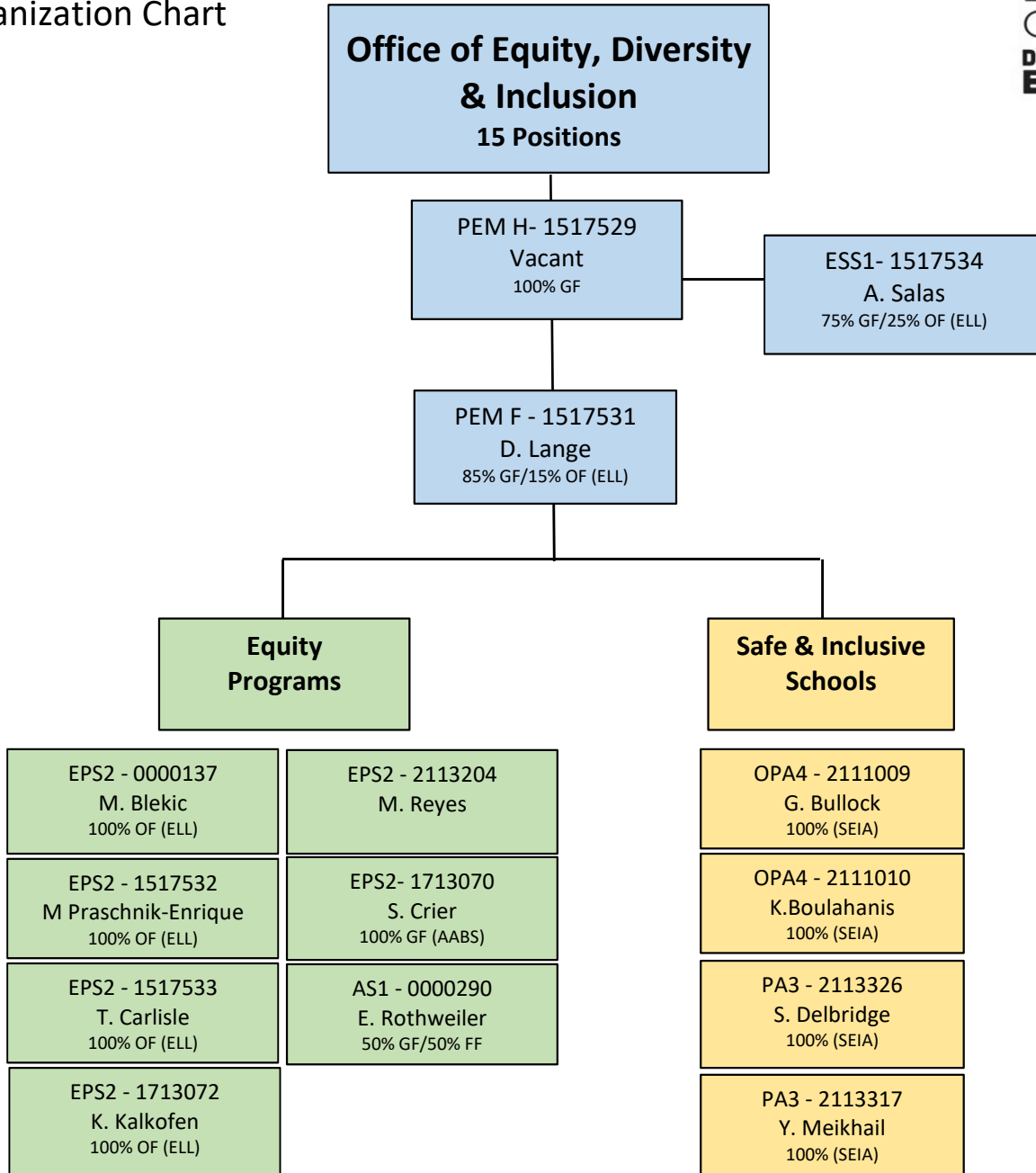
2021-23 Governor's Recommended Budget



OREGON
DEPARTMENT OF
EDUCATION

Agency Organization Chart

January 19, 2021



DEPARTMENT OF EDUCATION MAJOR BUDGET DRIVERS, RISKS & AUDITS

BUDGET DRIVERS

- Standard inflationary cost and roll up costs associated with impacts to personal service adjustments in 2019-21.
- Full roll out of the Student Success Act - 2019-21 represented the cost associated with implementation beginning in second year.
- The caseload of children birth to school age served through the Early Intervention/Early Childhood Special Education program, along with fluctuations in the levels of service.
- State economic changes that have impacted available General Fund and corporate activity taxes (CAT).
- Additional federal relief supporting schools in responding to COVID-19 and the impact to Oregon's students.
- Recognition that schools, particularly in remote and rural areas of the state, lack adequate connectivity to enable effective distance learning.
- Increased needs for compliance and inspection of Oregon's child care facilities.
- Delays in the implementation of the Student Success Act due to the impacts of COVID-19 and uncertain revenues that have created the need for continuation of activities anticipated to have been completed in 2019-21.

BUDGET RISKS

The agency has identified the following budget risks to successful operations of programs in the Department:

- COVID-19 and impacts on school re-openings
- Additional federal stimulus funding
- Federal funding policy of funding adjustments
- Economic recession creating downturn in state and local revenues
- Unanticipated costs from aging infrastructure of school facilities
- Unfunded federal or state mandates
- Caseload increases above forecasted growth for early intervention and early childhood special education programs

PENDING RESOLUTION AGREEMENT

The agency has been working with the U.S. Department of Education, Office for Civil Rights (OCR) to resolve two complaints regarding ODE and the Oregon School for the Deaf web content not being accessible to those with disabilities. The agency has been working for the past 5 years to rework all content placed on the agency's public websites to ensure accessibility for all people. The OCR has now closed the resolution agreement for the ODE public website. The resolution agreement for the Oregon School for the Deaf is pending.

DEPARTMENT OF EDUCATION MAJOR BUDGET DRIVERS, RISKS & AUDITS

This is ongoing work that must be maintained to ensure continued compliance, and staffing may not always be available as this effort has been carved out of existing staff work as the ability has presented itself.

Department of Education Major Changes 2015-2021

Major Changes from 2015-2021:

Over the last three biennia, ODE has changed significantly:

- In 2015, ODE implemented a standardized assessment tool (Smarter Balanced) to more accurately measure student progress toward college and career readiness.
- HB 3380 created the ability for ODE to implement the Preschool Promise Program in September 2016 that expands preschool options through a “mixed delivery” preschool program.
- HB 3499 (2015) provided resources for ODE to develop and implement a statewide plan to support students eligible for and enrolled in an English language learner program;
- HB 2016 (2015) provided resources for the agency to develop and implement a statewide education plan for students enrolled in early childhood through post-secondary education who are black or African American, or students who are disproportionately served;
- SB 447 (2015) created opportunities to provide state matching funds to school districts that incentivized communities to approve local bond measures and leverage resources for much needed capital improvement for schools throughout the state;
- SB 586 (2015) expanded the maximum age of youth served through the Youth Development Division from 20 to 24;
- Implemented a new statewide education plan in accordance to the Every Student Succeeds Act (ESSA) which replaced the No Child Left Behind (NCLB) in 2015.
- HB 2246 (2017) directed the implementation of Measure 98 (approved in November 2016) and the creation of the High School Success Grant Program to target resources for improving the high school graduation rate of Oregon students;
- SB 182 (2017) established the Educator Advancement Council for the purposes of making recommendations for the funding of educator professional learning and other educator supports in 2019-21. Replaces the Network of Quality Teaching and Learning;
- SB 13 (2017) directs the Department to develop a curriculum relating to the Native American experience in Oregon and make the curriculum available to school districts;
- HB 2845 (2017) directs agency to convene advisory group to identify where statewide social studies fail to recognize the histories, contributions, and perspectives of ethnic and social minorities, and adopt ethnic study standards for statewide curriculum.

Department of Education Major Changes 2015-2021

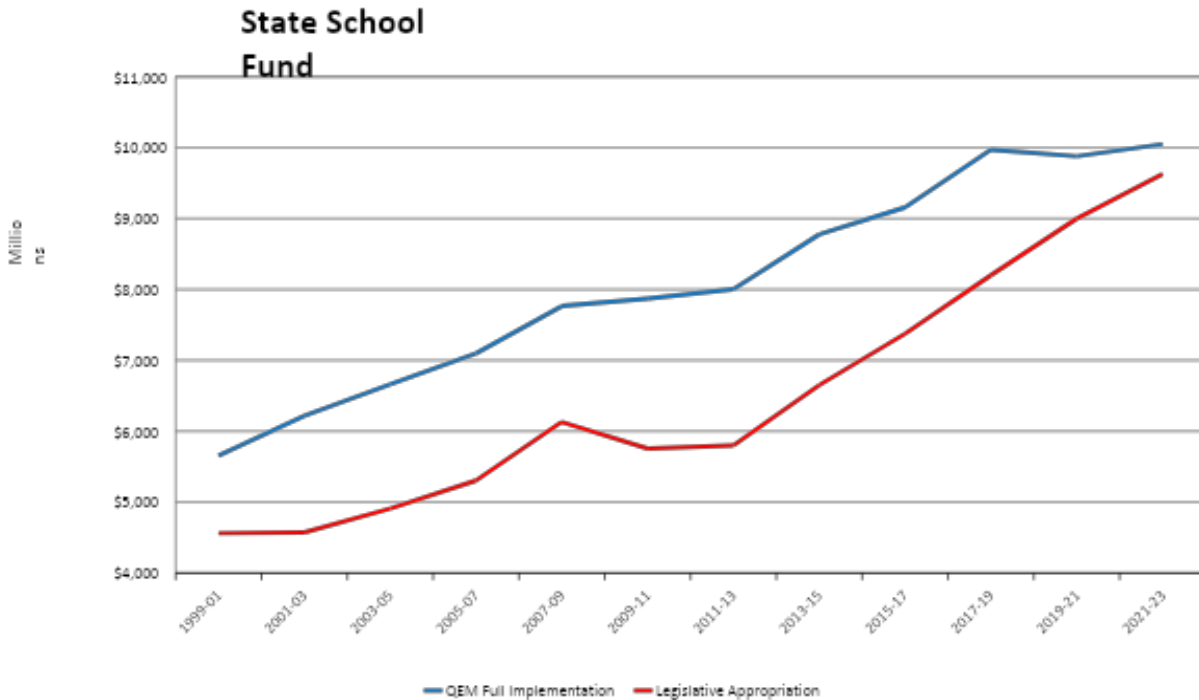
- SB 5020 (2017) provides state bonding support to continue efforts in providing state matching funds to school districts that incentivize communities to approve local bond measures, as well as provide funding support for capital improvement at the Oregon School for the Deaf;
- SB 1062 (2017) requires schools to adopt Healthy and Safe School Plans to address environmental conditions in currently owned or leased buildings.
- HB 3427 (2019) created the Student Success Act (SSA) and generated additional reviews through a corporate activities tax that is made available to the Oregon Department of Education out of the Fund for Student Success.
- HB 2440 (2019) directs the Department to develop and implement a statewide education plan for students in early childhood through post-secondary education who are Latino or Hispanic and have experienced disproportionate educational results.
- HB 2579 (2019) expands potential recipients of the Farm to School grant program.
- HB 2444 (2019) direct the department to coordinate with the Oregon FFA Association to support certain opportunities for students enrolled in agricultural programs in grades 9 through 12.
- HB 5047 (2019) provided funding support for the passage of HB 3427 (2019).
- May 2020 – January 2021 Increase of \$559.9 million of Federal stimulus funding and support to address impacts of COVID pandemic on early learning and K-12 education programs.
- SB 5723 (Aug 2020) made specified reductions to the 2019-21 Legislatively Adopted Budget for revenue shortfalls projected due to the COVID-19 pandemic and subsequent economic impact of business closures, and increased limitation for federal emergency funds received in Oregon.
- HB 4303 (Aug 2020) authorized the transfer of \$400 million from the Education Stability Fund to the State School Fund.
- October 23, 2020 Emergency Board allocated \$7.4 million from the Emergency Fund to support school districts, education service districts and public charter schools in the form of grants, loans, or other contracts to mitigate the cost of damages sustained by wildfires and/or to help students and their families recover from the impacts of recent wildfires.

2019-21 HB 3427

HB 3427 (Student Success Act) was approved by the 2019 Legislature and created a corporate activities tax (CAT) to support 28 new and expanded programs and initiatives that focus on improving children, youth, and student success. The initial revenue forecast for the CAT was estimated at \$2 billion (when fully implemented) to support these 28 new and expanded programs. With this planned investment, Oregon would be

Department of Education Major Changes 2015-2021

within reach of funding schools at the level of the Quality Education Model (QEM) for the first time since the inception of the Quality Education Commission in 2001.



- The Department was scheduled to fully implement the Student Success Act (SSA) beginning July 1, 2020, with program funding available for the second year of the 2019-21 biennium.
- In March 2020, after the beginning of the pandemic and the economic impacts that followed, Oregon's revenue projection declined creating a pause in the status of the SSA.
- In August 2020, the Legislature, through SB 5723 (Second Special Session of 2020), balanced the state budget which resulted in adjustments to the SSA to align with the new forecast.
- Based on the most current revenue forecast for the corporate activities tax, the funding available for the SSA programs and initiatives has been reduced by \$500 million for the 2021-23 biennium.

Department of Education Budget Recap by Program Unit

The Oregon Department of Education (ODE) oversees the education of over 580,000 students in Oregon’s public K-12 education system. ODE encompasses early learning, public preschool programs, the Oregon School for the Deaf (OSD), regional programs for children with disabilities, and education programs in Oregon youth corrections facilities. While ODE isn’t in the classroom directly providing services, with the exception OSD, the agency (along with the State Board) focuses on helping districts achieve both local and statewide goals and priorities through strategies such as:

- Developing policies and standards
- Providing accurate and timely data to inform instruction
- Training teachers on how to use data effectively
- Effectively administering numerous state and federal grants
- Sharing and helping districts implement best practices

The Department’s budget is broken into ten separate budget units:

1. Capital Bonding
2. Department Operations
3. Educator Advancement Council
4. Oregon School for the Deaf
5. Grant in Aid
6. State School Fund
7. Common School Fund
8. Early Learning Division
9. Youth Development Division
10. Debt Service

Department Operations:

2021-23 Dept. Operations	K-12	EAC	ELD	YDD	Total
General Fund	\$87.9	\$0.0	\$14.1	\$3.2	\$105.2
Other Funds	\$47.7	\$2.2	\$6.1	\$0.0	\$56.0
Other Funds Corporate Activities Tax	\$31.8	\$0.0	\$3.7	\$1.0	\$36.5
Federal Funds	\$61.1	\$0.0	\$36.6	\$0.7	\$98.4
Total Operations	\$228.5	\$2.2	\$60.5	\$4.9	\$296.1
Total Percentage	77%	1%	20%	2%	100%
Total FTE	389.41	4.00	181.00	13.00	587.41

Department of Education Budget Recap by Program Unit

The Department Operations budget is split between multiple K-12 offices and EAC, ELD and YDD Operational units.

2021-23 Current Service Level (in millions)	GF	OF	OF- CAT*	FF	Total	Pos./ FTE
ODE Director's Office	\$13.9	\$4.1	\$0.8	\$2.3	\$21.1	57/57.00
Child Nutrition, Pupil Transportation & Fingerprinting	\$2.2	\$6.2	\$0.2	\$8.3	\$16.9	42/40.50
Office of Indian Education	\$0.7	<\$0.1	\$0.6	<\$0.1	\$1.4	4/4.00
Office of Equity, Diversity & Inclusion	\$1.2	\$4.3	\$1.8	\$0.8	\$8.1	18/18.00
Office of Education Innovation & Improvement	\$2.7	\$2.6	\$21.3	\$1.6	\$28.2	48/48.00
Office of Enhancing Student Opportunities	\$2.8	\$1.6	\$0.0	\$18.0	\$22.4	42/41.41
Office of Teaching, Learning & Assessment	\$25.1	\$4.4	\$0.3	\$23.3	\$53.0	74/73.50
Office of Finance & Information Technology	\$39.3	\$24.5	\$6.8	\$6.9	\$77.5	107/107.00
Educator Advancement Council	\$0.0	\$2.2	\$0.0	\$0.0	\$2.2	4/4.00
Early Learning Division	\$14.1	\$6.1	\$3.7	\$36.5	\$60.5	184/181.00
Youth Development Division	\$3.2	<\$0.1	\$1.0	\$0.7	\$4.9	13/13.00
Total Dept. Operations Budget	\$105.2	\$56.0	\$36.5	\$98.4	\$296.1	594/587.41

Each of the offices are discussed in more detail in the Agency Organizational detail section of this document.

Educator Advancement Council:

Funding for the EAC is generated through a transfer of State School Funds, and was formerly in the department as the Network for Quality Teaching & Learning. In 2017, SB 182 was passed and reallocated the funding, creating the Educator Advancement Council.

Department of Education Budget Recap by Program Unit

Educator Advancement Council 2021-23 Current Service Level (in millions)	GF	OF	OF- CAT*	FF	Total
Regional Educator Networks (REN) Formula Grants *	\$0.0	\$33.7	\$0.0	\$0.0	\$33.7
Regional Educator Networks Capacity Grants	\$0.0	\$3.0	\$0.0	\$0.0	\$3.0
Regional Educator Networks Technical Assistance Grants	\$0.0	\$1.2	\$0.0	\$0.0	\$1.2
Oregon Teacher Scholars Program (HECC IAA)	\$0.0	\$1.0	\$0.0	\$0.0	\$1.0
Total Budget	\$0.0	\$38.9	\$0.0	\$0.0	\$38.9

* Includes technical adjustment \$1.5million in Governor's budget to adjust CSL

Oregon School for the Deaf:

The Oregon School for the Deaf is funded through a combination of General Fund, Other Funds, primarily from SSF transfers, and Federal Funds through an allocation of IDEA funding. The school operates on-site residential housing for students who live too far to travel daily.

2021-23 Current Service Level (in millions)	GF	OF	OF- CAT*	FF	Total	Pos./ FTE
ODE Director's Office	\$14.3	\$6.6	\$0.0	\$0.1	\$21.0	82/76.02

Grant in Aid:

K-12 Grant-In-Aid represents funding awarded to districts, schools, or education service districts aimed to support student success. ODE administers over 70 K-12 Grant-In-Aid programs in the following seven categories:

- Student Achievement Grants
- District Capacity and Technical Assistance
- STEM and CTE Related Programs
- Nutritional Programs
- Educator Effectiveness and Professional Development
- Closing the Opportunity Gap
- Specialized Student Services

Department of Education Budget Recap by Program Unit

K-12 Grant-In-Aid provides mostly grants, reimbursements, and some contracts that are directly awarded to, or are for the benefit of, schools, school districts, and education services districts (ESDs). While most funding is provided directly to school district or ESDs, there are some programs which provide grants or contracts to non-profit providers or technical experts to provide services and supports to children and students.

These grants and contracts are focused on ensuring organizations have the funding resources necessary to provide specific services and support to children, students, educators, and administrators. Examples include special education for those students with learning disabilities; resources that enable low-income students to receive nutritious school meals; education courses and/or programs that enable students to gain specialized trade skills or better prepare for college; and programs that work to support historically and marginalized student populations.

The success of many of these programs are dependent on highly trained and specialized educators employed by Oregon's 197 school districts and 19 ESDs. Because of this, many of the cost drivers associated with the programs are related to teacher salaries; union negotiations; professional development; student population growth; and staff turnover.

The following charts break down the Grant-in-Aid budget in more programmatic detail. More information programs is included in the Summary of Programs section of this document.

Program Areas	2019-21 LAB	2021-23 CSL	\$ Change	% Change
Specialized Student Service Grants	\$683.0	\$695.5	\$12.5	1.83%
Child Nutrition	\$462.9	\$539.9	\$77.0	16.63%
STEM and CTE Related Grants & Programs	\$59.1	\$64.1	\$5.0	8.46%
Closing the Opportunity Gap Grants	\$480.0	\$500.5	\$20.5	4.27%
Student Achievement Grants	\$1,121.0	\$1,616.5	\$495.5	44.20%
District Capacity & Technical Assistance	\$28.3	\$54.5	\$26.2	92.58%
K-12 Professional Development (EAC)	\$14.7	\$31.3	\$16.6	112.93%
Total	\$2,849.0	\$3,502.3	\$653.3	+22.93%

Department of Education Budget Recap by Program Unit

SPECIALIZED STUDENT SERVICE GRANTS 2021-23 Current Service Level (in millions)	GF	OF	OF- CAT*	FF	Total
Early Intervention/Early Childhood Special Education	\$216.1	\$0.0	\$83.8	\$21.1	\$321.0
Regional Programs	\$30.0	\$0.0	\$0.0	\$34.5	\$64.5
Hospital Programs (Includes State School Fund Transfer)	\$1.5	\$6.3	\$0.0	\$0.1	\$7.9
Long-Term Care and Treatment (Includes State School Fund Transfer)	\$20.5	\$19.9	\$0.0	\$1.2	\$41.6
Youth Corrections Education Programs (YCEP) (Includes State School Fund Transfer)	\$0.0	\$11.0	\$0.0	\$1.6	\$12.6
Juvenile Detention Education Programs (JDEP) (Includes State School Fund Transfer)	\$0.0	\$4.8	\$0.0	\$0.1	\$4.9
Individuals With Disabilities Act (IDEA) Grants	\$0.0	\$0.0	\$0.0	\$225.7	\$225.7
Vision Screening Reimbursements	\$0.0	\$1.9	\$0.0	\$0.0	\$1.9
Blind & Visually Impaired Student (BVIS) Fund	\$0.0	\$1.7	\$0.0	\$0.0	\$1.7
Other K-12 Grants	\$1.4	\$0.0	\$0.0	\$9.1	\$10.5
Intra-Fund Transfers to Other Fund Accounts	\$3.2	\$0.0	\$0.0	\$0.0	\$3.2
Total Budget	\$272.7	\$45.6	\$83.8	\$293.4	\$695.5

Department of Education Budget Recap by Program Unit

CHILD NUTRITION PROGRAMS 2021-23 Current Service Level (in millions)	GF	OF	OF- CAT*	FF	Total
Federal Meal Reimbursement Programs	\$0.0	\$0.0	\$0.0	\$435.7	\$435.7
Afterschool Meal and Snack Outreach	\$0.5	\$0.0	\$0.0	\$0.0	\$0.5
Summer Food Service Programs	\$1.1	\$0.0	\$0.0	\$0.0	\$1.1
Farm to School Program	\$15.3	\$0.0	\$0.0	\$0.0	\$15.3
Hunger Free School Account Grants	\$0.0	\$0.0	\$84.3	\$0.0	\$84.3
Reduced Price Lunch Program (State School Fund Transfer)	\$0.0	\$3.0	\$0.0	\$0.0	\$3.0
Total Grants and Programs	\$16.9	\$3.0	\$84.3	\$435.7	\$539.9

CTE & STEM Related Programs 2021-23 Current Service Level (in millions)	GF	OF	OF- CAT*	FF	Total
STEM Regional Network Grants	\$5.1	\$0.0	\$0.0	\$0.0	\$5.1
CTE Revitalization Grants	\$7.3	\$0.0	\$0.0	\$0.0	\$7.3
Career Pathway Fund	\$8.8	\$0.0	\$0.0	\$0.0	\$8.8
STEM Innovation Grants	\$4.8	\$0.0	\$0.0	\$0.0	\$4.8
Student Leadership Organization Grants	\$0.8	\$0.0	\$0.0	\$0.0	\$0.8
FFA – Future Farmers of America Association	\$1.5	\$0.0	\$0.0	\$0.0	\$1.5
FFA – Agricultural Summer Program Grants	\$0.6	\$0.0	\$0.0	\$0.0	\$0.6
For Inspiration & Recognition of Science & Technology (FIRST)	\$0.5	\$0.0	\$0.0	\$0.0	\$0.5
Carl D. Perkins Grant	\$0.0	\$0.0	\$0.0	\$34.7	\$34.7
Total Grants and Programs	\$29.4	\$0.0	\$0.0	\$34.7	\$64.1

Department of Education Budget Recap by Program Unit

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
Total Closing the Opportunity Gap Grants and Programs	\$8.2	\$10.0	\$22.9	\$459.4	\$500.5

Improving Student Achievement Grants 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
Total Student Achievement Grants	\$189.9	\$189.2	\$1,147.9	\$89.8	\$1,616.8

Department of Education Budget Recap by Program Unit

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
Total District Capacity & Technical Assistance Grants	\$0.0	\$4.1	\$50.4	\$0.0	\$54.5

State School Fund:

The State School Fund (SSF) is a fund established within the Oregon State Treasury. A statutory distribution formula, typically referred to as the equalization formula, directs funds from the SSF to school districts and education service districts (ESDs). The formula takes into account both state and local revenues. Local revenues included in the formula are defined in statute. This combination of state and local revenues is informally referred to as the General Operating Revenue (GOR) for districts, since it is available for general operations. The GOR does not include bond revenue or state and federal categorical aid. Those funds are dedicated to specific programs and cannot be used for general purposes.

Funding Source	2019-21 LAB	2021-23 CSL	\$ Change	% Change
General Fund	\$7,568.5	\$7,880.6	\$312.1	+4.12%
Lottery Funds	\$730.5	\$370.5	(\$360.0)	-49.28%
Corporate Activities Tax	\$592.9	\$627.7	\$34.8	+5.87%
Marijuana Tax	\$108.1	\$118.7	\$10.6	+9.73%
Other	-	-	-	-
Total	\$9,000.0	\$8,997.5	(\$2.5)	-0.03%

Department of Education

Budget Recap by Program Unit

Common School Fund:

The 2005 Legislature changed the process for distributing Common School Fund (CSF) earnings to school districts, assigning responsibility for making the semi-annual distributions to the Superintendent of Public Instruction (House Bill 3183). In the past, the Department of State Lands sent these funds to the county treasurers, who then made distributions to school districts. As of 2005-06, earnings are transferred from the Department of State Lands to the Oregon Department of Education (ODE), which in turn distributes the funds to districts.

The ODE makes distributions twice per year – typically in January and July of each fiscal year. Due to the variability of the distribution amounts from year to year, the department uses Non-Limited expenditure authority to distribute the funds. All funds are distributed annually, and the department does not reserve an ending balance for these funds. **By law, fund distributions cannot benefit current students at the disadvantage of future students, or vice-versa.**

The 2021-23 current service level transfer for CSF is \$133.1 million.

Early Learning Division:

Early Learning Division has prepared a separate document of reference materials, which will detail their grant programs.

Youth Development Division:

To accomplish the purposes for which it has been established, the Youth Development Council (YDC) has been given statutory authority to do the following: prioritize funding to improve outcomes for children and youth through the promotion or reduction in factors related to the attainment of the desired academic and social outcomes including juvenile crime prevention, prioritize funding for prevention and intervention services related to gang violence and gang involvement; determine the means by which services to children and youth may be provided effectively and efficiently across multiple programs; assess state programs and services related to youth development and training and identify methods by which programs and services may be coordinated or consolidated; and establish common academic and social indicators to support attainment of goals aligned with the Governor's education and workforce priorities.

In addition, the YDC has a charge that services provided, to Priority Youth (ages six through 15) and Opportunity Youth (ages 16 through 24), are integrated, measurable, and accountable. To accomplish this task the YDC may establish common program outcome measurements and coordinate data collection across multiple programs and services. The YDC also ensures implementation of best practices that are evidence-based; culturally, gender and age appropriate; address individual risk factors; build upon factors that increase the health and well-being of children and youth; and include

Department of Education Budget Recap by Program Unit

tribal best practices. These goals are accomplished through collaborative efforts to develop state policy that improves outcomes for all youth and through strategic investments in community-based efforts addressing barriers to education and career success.

2021-23 Current Service Level (in \$millions)	GF	OF	OF- CAT*	FF	Total
Juvenile Crime Prevention	\$6.4	\$0.0	\$0.0	\$0.5	\$6.9
Gang Prevention & Intervention Grants	\$0.8	\$0.0	\$0.0	\$0.0	\$0.8
Youth Reengagement (HB 5047)	\$0.0	\$0.0	\$8.3	\$0.0	\$8.3
Youth & Community	\$4.0	\$6.1	\$0.0	\$0.0	\$10.1
Youth Innovation & Workforce	\$3.4	\$0.0	\$0.0	\$0.0	\$3.4
Community Schools	\$0.1	\$0.0	\$0.0	\$0.0	\$0.1
Other Small Grants/Empty Limitation	\$0.0	\$0.3	\$0.0	\$0.0	\$0.3
Total Budget	\$14.7	\$6.4	\$8.3	\$0.5	\$29.9

Department of Education ODE Proposed Legislation 2021

- SB 51** Makes various highly technical changes. Updates definitions, deletes certain requirements not necessary, amends for some flexibility on notification, and deletes provisions on notifications to education providers.

Removes designation of Department of Education as education provider of certain programs for purposes of provisions related to reports of suspected abuse or suspected sexual conduct. Modifies investigatory procedures for department upon receipt of reports of suspected sexual conduct. Expands eligibility of persons who can be designated as licensed administrator for purposes of receiving and responding to reports of suspected abuse or suspected sexual conduct. Prescribes requirements and restrictions involving information received by department related to reports of abuse. Declares emergency, effective on passage.

This bill has no fiscal impact on the agency. Public Hearing was held on February 11 in the Senate Committee on Human Services, Mental health & Recovery. No further events have been scheduled.

- SB 52A** Directs Department of Education to develop and implement statewide education plan for students who identify as lesbian, gay, bisexual, transgender, queer, two-spirit, intersex, asexual, non-binary or another minority gender identity or gender orientation (LGBTQ2SIA+). Declares emergency, effective July 1, 2021.

This bill has a fiscal impact for one position and grant funding as requested in Policy Package 103, which is included in the 2021-23 Governor's Recommended Budget (\$2,250,960).

Public Hearing was held on February 3, and a work session was held on February 10, where amendments were approved in the Senate Committee on Education. The bill was referred to Ways & Means on February 16. No further events have been scheduled.

- SB 53** Updates terminology and funding provisions related to special education programs provided on local, county or regional basis. Directs Department of Education to conduct study related to special education programs provided on local, county or regional basis and to report results of study to interim committee of Legislative Assembly related to education. Declares emergency, effective July 1, 2021.

This bill has no fiscal impact on the agency.

Department of Education ODE Proposed Legislation 2021

Public Hearing was held on February 1, and work sessions were held on February 10 and 24 in the Senate Committee on Education. No further events have been scheduled.

SB 55 Directs Office of School Facilities to administer statewide facilities assessment program. Provides funding for program. Declares emergency, effective July 1, 2021.

This bill direct \$4 million from the State School Fund Facilities Grant to be transferred to the Office of School Facilities to pay for the statewide assessment. Funding would fund professional services with a third party assessor to provide facilities assessments across the state, establish the new program, provide quality control of the data, coordinate with Information Technology to integrate the data with existing systems, and provide technical assistance to school districts. One position is required and would be from the funds transfer. The bill reduces Facilities Grants to school districts, for a net zero fiscal impact.

Public Hearing was held on February 1, and a work session was held on February 24 in the Senate Committee on Education. No further events have been scheduled.

HB 2052 Requires school district to allow students to wear Native American items of cultural significance at public school events, including high school graduation. Declares emergency, effective on passage.

This bill has no fiscal impact on the Department of Education.

Public Hearing was held on February 2, and a work session is scheduled on March 3 in the House Committee on Education.

HB 2056 Expands high school diploma requirements related to completion of credits in English to allow completion of credits in language arts. Makes relevant related changes in statute to expand requirements for English to requirements for language arts. Eliminates requirement that instruction in all subjects must be conducted in English.

This bill has no fiscal impact on the Department of Education.

Public Hearing was held on February 2, and a work session is scheduled on March 2 in the House Committee on Education.

HB 2057 Authorizes Department of Education to disburse or expend moneys appropriated or allocated to department based on determination of

Department of Education ODE Proposed Legislation 2021

department of intended purposes of moneys. Declares emergency, effective July 1, 2021. This bill has no fiscal impact on the Department of Education.

Public Hearing was held on February 2. No further events have been scheduled.

HB 2058 Excludes from criminal records checks conducted by Department of Education certain persons who have submitted to criminal records checks conducted by Teacher Standards and Practices Commission. Declares emergency, effective on passage.

This bill has no fiscal impact on the Department of Education.

Public Hearing was held on February 2. No further events have been scheduled.

HB 2060 Makes technical changes to the Student Success Act (HB 3427, 2019). Identifies economically disadvantaged students based on State Board of Education rule for purposes of Student Investment Account distributions. Authorizes State Board of Education to establish targets for student mental and behavioral health needs. Expands list of eligible applicants to receive distributions from Student Investment Account to include Oregon School for the Deaf, Youth Corrections Education Program, Juvenile Detention Education Program and public charter schools not sponsored by a school district. Removes certain students from statewide education plan for students who are African American or Black. Allows education service districts to receive grants under statewide education plans. Expands definition of "eligible student" for purposes of School Breakfast Program. Modifies school reimbursement rates for purposes of schools that provide free or reduced price meals under National School Lunch Program or School Breakfast Program. Eliminates civil action for disclosure of certain education records. Declares emergency, effective July 1, 2021.

This bill has no fiscal impact on the Department of Education, but could impact the distribution of funds from the Student Investment Account of the Student Success Act.

Public Hearing was held on February 2, and a work session is scheduled on March 3 in the House Committee on Education.

Department of Education ODE Proposed Legislation 2021

HB 2166-1 (*Proposed*) Establishes the Early Childhood Suspension and Expulsion Prevention Program within the Early Learning Division, and directs the Department to convene an advisory group to propose standards for the social emotional framework for public schools in K-12, with recommendation to State Board for adoption of standards.

The fiscal impact for this amendment has not been calculated at this time.

Public Hearing was held on February 23 in the House Committee on Education. No further events have been scheduled.

HB 2697 Prohibits the use or display of the noose, swastika, or confederate flag in any program or school-sponsored activity except where used in teaching curriculum that is aligned to the Oregon State Standards. This applies to both in-person and distance learning environments.

This bill has no fiscal impact on the Department of Education, but could impact the distribution of funds from the Student Investment Account of the Student Success Act.

Public Hearing was held on March 2 in the House Committee on Education. A public hearing is scheduled on March 2.

DEPARTMENT OF EDUCATION
10% Reduction Options and
Status of Vacancies

Reduction Options

The agency submitted 10% reduction options, as required by ORS 291.206, as amended in 2016 by SB 1596. Identified reductions follow in the table below, with associated package number for those reductions taken in the Governor's Recommended Budget.

10% Reductions (in \$ Millions)	GF/LF	Impact	Pos.	FTE	GRB Pkg.
K-12 Operations:					
Reduction related to Operations through elimination of inflationary increases for all services and supplies, excluding Rent and Stage Government Service Charges.	(\$1.1m)	Reduction related to Operations through elimination of inflationary increases for all services and supplies, excluding Rent and Stage Government Service Charges. The impact will be reduced levels in agency customer service and efficiency.	0	0	091
Reduction related to decrease of 7.5% to all standard services and supplies categories. Includes travel, professional development, offices supplies, capital outlay, and other program administration expenses.	(\$0.8m)	Reduction related to Operation related to decrease of 7.5% to all standard services and supplies categories. Includes travel, professional development, offices supplies, capital outlay, and other program administration expenses. The impact will be reduced levels in agency customer service and efficiency.			090
Increase Vacancy Factor overall to 5% of Salaries and Wages.	(\$1.3m)	Reduction to Operations related to increased vacancy factor achieved through holding positions vacancy or not filling positions. Will have significant impact to supporting school district and administering programs.			092
Reduction to Operations by 10% to K-12 Professional Services budget.	(\$1.3m)	Reduction to Operations by 10% to K-12 Professional Services budget. This will have a significant impact on Department's ability to provide technical assistance to the field. Additionally, this will create approximately a \$900K reduction in the student assessment contract and create challenges in successfully administering student assessments.			090
Reduce Farm to School, including 1 position	(\$0.3m)	Reduce Farm to School, including 1 position	- 1	- 0.1	090
Positions related to Regional Programs if eliminated	(\$0.3m)	Positions related to Regional Programs if eliminated	- 1	- 1.2	
Elimination of 2.40 FTE supporting CTE Grants	(\$0.5m)	Positions related to CTE programs if reduced by 30%	- 2	- 2.4	

DEPARTMENT OF EDUCATION

10% Reduction Options and Status of Vacancies

K-12 Grant-in-Aid Programs:					
Reduction to the inflationary growth for all Grant-In-Aid Programs with the exception of Specialized Student service programs and closing the achievement gap.	(\$1.6m)	Reduction to the inflationary growth for all Grant-In-Aid Programs with the exception of Specialized Student service programs and closing the achievement gap. Will maintain 2019-21 Levels, however, will reduce services to students due to cost increases realized at school & district level.			
Farm to School Program: Reduce program by approximately 68% to equal 2017-19 Funding level.	(\$10.2m)	Reduce Farm to School Program by approximately 68% to equal 2017-19 Funding level. This will result in reduction in Operations by approximately \$358K and .50 FTE. This reduction will have a significant impact to Oregon school districts and non-profit organizations in providing Oregon grown/processed foods to students and children. Further, the reduction will reduce a much needed revenue stream for Oregon farmers and producers. This will be particularly harmful as farmers and producers are already experiencing incredible financial losses due to COVID-19.			090
Elimination of Start Making a Reader Today (SMART), and Accelerated College Credit Instruction Program.	(\$0.5m)	Elimination of three programs that have been reduced to the point of a very low cost/benefit. The impact will be reduced effectiveness in teaching literacy skills to young children and reduced training for educators of accelerated Learning classes. Taken in 087, Reach out to Read restored in 090			087
Elimination of Regional Promise Grant Program	(\$3.4m)	Elimination of the Regional Promise Program which will reduce partnerships between high schools and colleges at a regional level that remove barriers, allowing students to earn college credit while still in high school. <i>THIS WILL ALSO REDUCE OPERATIONS BY \$265,528 AND ELIMINATE 1.20 FTE (see above)</i>			087
Reduce CTE Related programs by 30%	(\$6.0m)	Approximately 30% reduction to CTE Related Programs which will impact the number of CTE and STEM Related Programs that can be offered to students have impacts on college and career readiness. Partially reduced in pkg 087			
Reduce CTE Related programs by 30%	(\$1.6m)	Approximately 30% reduction to CTE Related Programs which will impact the number of CTE and STEM Related Programs that can be offered to students have			087

DEPARTMENT OF EDUCATION

10% Reduction Options and Status of Vacancies

		impacts on college and career readiness. This portion not taken in Pkg. 087.			
Reduction of \$1 million to Every Day matters (Chronic Absenteeism) grants	(\$1.0m)	Reduce Every Day Matters (Chronic Absenteeism) Grants by \$1 million, which will delay program on state plan by reducing the capacity in ESDs to provide technical assistance and support to school districts			
Reduce Vision Screening reimbursements by 52%, taking it back to 2017-19 level.	(\$1.1m)	52% reduction to Vision Screening reimbursement to return to 2017-19 Funding Level. This reduction decreases the number of students receiving free vision screenings in Oregon over the 2019-21 biennium from approximately 560,000 to 280,000.			
Reduce High School Success grant program (Measure 98) by 12.98%.	(\$25.8m)	12.98% General Fund reduction to High School Success Grant Program. Reduces calculated cost per high school student to \$784 from \$855. This reduction combined with reduction to CTE/STEM Related Programs will create less curriculum opportunities for high school students.			
Oregon School for the Deaf:					
Increase Vacancy Factor overall to 5% of Salaries and Wages.	(\$0.3m)	Reduction to Operations related to increased vacancy factor achieved through holding positions vacancy or not filling positions. Will have significant impact to supporting school district and administering programs.			091
Reduce GF appropriation to OSD by 5%.	(\$0.7m)	5% reduction to the general Fund appropriation to OSD. This will result in approximately 4.80 FTE staff reduction and reduce the school's ability to effectively serve students.			
State School Fund					
Reduces SSF overall by 4.82% to achieve savings.	(\$398.1m)	4.82% - Reduction in State School Fund. Assumes 5% reduction to General Purpose Grant to school districts resulting in district reductions and less support for academic success of students. In addition cuts in half carve out for PSAT for 10th Graders (Limited Impact), and reduces carve out to Educator Advancement Council due to available 2019-21 ending balance that can be used to backfill; and reduction to carve out to Office			

DEPARTMENT OF EDUCATION

10% Reduction Options and Status of Vacancies

		of School Facilities resulting in less school facilities receiving assessments.			
Reduces SSF overall by 5.23% to achieve savings.	(\$431.1m)	5.23% - Reduction in State School Fund. Assumes 5% reduction to General Purpose Grant to school districts resulting in district reductions and less support for academic success of students. In addition cuts in half carve out for PSAT for 10th Graders (Limited Impact), and reduces carve out to Educator advancement council due to available 2019-21 ending balance that can be used to backfill, and reduction to carve out to Office of School Facilities resulting in less school facilities receiving assessments.			
Early Learning Division					
Eliminate Inflation for all Services & Supplies	(\$0.1m)	Reduce services & supplies budget and impacts of customer service and efficiency.			091
Reduce OPK/EHS	(\$15.9m)	Reduce programs by 9.66% and impacts up to 1,000 children served			
Reduce KPI	(\$2.5m)	Reduce KPI by 27.75% and impacts over 1,000 preschool age children to support their transition to kindergarten			
Reduce Early Learning Hub Funding	(\$1.4m)	Reduce early learning hubs by 12.76% and impacts staffing levels of hubs and reduces school readiness community supports			090
Reduce Early Learning Hub Funding	(\$0.6m)	Reduce early learning hubs by 12.76% and impacts staffing levels of hubs and reduces school readiness community supports			
Reduce Healthy Families Oregon	(\$2.7m)	Reduce program by 9.93% and results in 300 fewer families served by the program			
Reduce Preschool Promise	(\$3.8m)	Reduce program by 9.77% and results in over 300 fewer children served in preschool programs			
Reduce Relief Nurseries	(\$1.1m)	Reduce program by 11.09% and results in 75 to 100 fewer families served.			
Youth Development Division					
Eliminate inflationary increases for all S&S	(\$0.03m)	Reduction to Operations for eliminating inflationary increases for all services and supplies. The impact will be reduced levels in agency customer service and efficiency.			091
Increase vacancy factor	(\$0.01m)	Reduction to Operations for increased vacancy factor achieved through holding positions vacant longer or not filling as they become vacant. Will have significant impact to supporting school districts and administration of programs.			092

DEPARTMENT OF EDUCATION

10% Reduction Options and Status of Vacancies

Reduction to Youth & Innovation grants for youth ages 14-24.	(\$0.95m)	This will reduce the Youth & Innovation Grants. These grants focus on career connected learning and reengagement, with services for youth ages 14-24. These programs provide educational reengagement opportunities (including GED programs), career counseling and coaching, work readiness and soft skills training, internships, hands-on STEM/CTE training, workplace tours and job shadows, and job-search assistance. These funds support approximately 11 grants.			
Reduce Juvenile Crime Prevention by 11% of General Fund resource	(\$0.8m)	Grants go to counties and tribes, and are based on formula that includes population consideration. This program is intended to reduce juvenile arrest, juvenile recidivism and the need for beds in OYA facilities.			

STATUS ON VACANT POSITIONS (2/28/2021)

As of 2/28/2021, the agency has a total of 103 vacant positions. Of those, 40 are currently in the recruitment process at some level, and 7 are limited-duration positions that end on 6/30/21 and will not enter the recruitment cycle.

Of the remaining positions:

- ✓ 14 have been vacant fewer than six months
- ✓ 8 are OSD employees held vacant due to COVID school closures
- ✓ 7 have been held vacant for 7-9 months to accumulate vacancy savings
- ✓ 15 are new positions in 2019-21 that are phased in
- ✓ 12 have been held vacant for accumulated vacancy savings and/or to pay for other limited-duration positions hired in the interim.

Department of Education Pandemic, Coronavirus Relief and Oregon Wild Fires

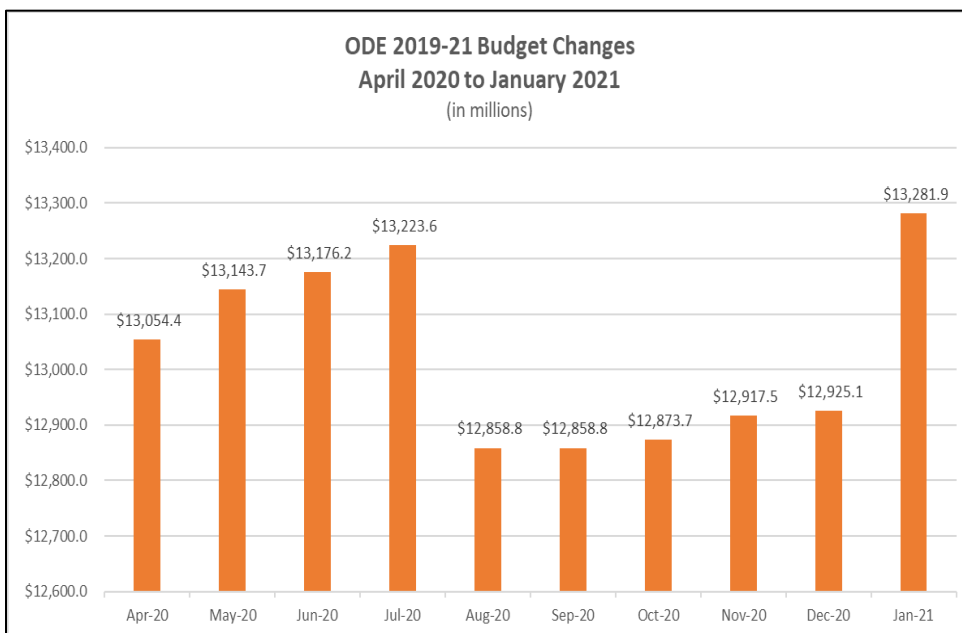
COVID-19 and Oregon Wildfires

In 2019-21, the impacts of both COVID-19 and extreme Oregon wildfires created huge obstacles and challenges for schools, child care facilities and other early learning, youth, and education program providers in supporting and maintaining the critical services needed to support Oregon’s children, students, and youth. These include:

- Shifting department responsibilities to provide guidance to schools for both safe reopening of onsite education, as well as best practices for comprehensive distance learning.
- Mobilizing staff and infrastructure to provide emergency assistance to child care providers to ensure they can maintain operations.
- Administering an infusion of over \$1 billion of federal funding assistance, with limited administrative funds, to support schools (including non-public), child nutrition providers, child care facilities, and other service providers.
- Standing up a new loan and grant program that provides both cash flow and gap funding for school districts impacted by the Oregon wildfires.
- Partnering with the private sector to implement new and creative ways to improve connectivity for rural and remote schools.

Since the passage of ODE’s 2019-21 budget in June 2019, the Department has experienced an overall \$227.5 million increase to its \$13.05 billion adopted budget.

This increase represents a 2.8% reduction due to the state’s changing economic forecast, and a 4.5% increase from federal and state emergency funds.



May 2020: Receipt of \$121.1 million of Elementary and Secondary School Emergency Relief (ESSER) funds with a projected budget of \$89.3 million for 2019-21 to support schools in addressing impacts related to COVID-19.

June 2020: Receipt of \$32.5 million of the Governor’s Emergency Education Relief (GEER) Fund to support schools in comprehensive distance learning; increase services

Department of Education Pandemic, Coronavirus Relief and Oregon Wild Fires

for impacted children and families through relief nurseries; and funding transferred to the Higher Education Coordinating Commission (HECC) to support universities and students.

July 2020: Receipt of Coronavirus Relief Funds and Child Care and Development Block Grant funding in the amount of \$47.4 million to provide emergency support in helping child care facilities to remain operational.

August 2020: Passage of Senate Bill 5723 (Second Special Session of 2020) to rebalance the 2019-21 state budget through a net reduction of \$364.8 million to ODE agency programs and operations.

October 2020: Emergency Board approval of \$7.4 million for emergency relief to school districts, charter schools, and education service districts impacted by Oregon wildfires.

November 2020: Additional \$43.8 million of Coronavirus Relief Funds to provide emergency support in helping child care facilities to remain operational.

January 2021: Additional \$346.8 million of new COVID-19 Federal relief funds, as well as additional \$10 million of General Fund to support outdoor, residential, and summer camps for youth.

2021-23 Impact

The 2021-23 Governor's budget includes an increase in Federal Funds limitation of \$28.5 million to support carryover revenues anticipated from the first Elementary and Secondary School Emergency Relief (ESSER) Fund award in 2019-21 emergency relief. In addition, a second award was approved, of which the agency anticipates limitation will be needed for about \$197.6 million for limitation in 2021-23. Until we get closer to the end of the biennium, it is difficult to know what the final 2019-21 expenditures will be, and how much we'll need going forward.

In addition, Emergency Assistance for Non-Public Schools (EANS) funding from February 2021 will require an additional \$23.4 million in Federal Funds limitation in the Grant-in-Aid budget for 2021-23 and authorization to continue 2 limited duration positions for this work.

The agency will work with our LFO analyst for a technical adjustment around May to determine the best estimate of additional Federal Funds limitation that will be needed for 2021-23.

2021-23 Governor's Recommended Budget (link)

The agency's 2021-23 Governor's Recommended Budget document can be access here:

<https://www.oregon.gov/ode/schools-and-districts/finance/Documents/2021-23%20Governor%27s%20Recommended%20Budget.pdf>

DEPARTMENT OF EDUCATION
2020 Secretary of State Audits
(Links)

AUDIT FINDINGS

The agency has had seven Secretary of State audits in 2020. Links to each audit report, with agency responses, is listed below in an effort to keep the overall size of this document within the limit requested by LFO.

High School Success Audit.

Issued December 2020

ODE agreed with all recommendations

<https://sos.oregon.gov/audits/Documents/2020-44.pdf>

Limited review of ELD Grant Administration (OPK, Preschool Promise, and Childhood Equity)

Issued July 2020

ODE agreed with all recommendations

<http://records.sos.state.or.us/ORSOSWebDrawer/Recordpdf/7452192>

Support to Students Experiencing Disabilities

Issued June 2020

ODE agreed with 6 recommendations; partially agreed with 3 recommendations, and disagreed with 4 recommendations.

<http://records.sos.state.or.us/ORSOSWebDrawer/Recordpdf/7359912>

Child Care Background Checks & State's Sex Offender Registry

Issued June 2020

Included ODE, Department of Human Services, and Oregon State Police

ODE agreed with recommendations for the Office of Child Care.

<http://records.sos.state.or.us/ORSOSWebDrawer/Recordpdf/7359565>

High School Graduation & College and Career Readiness Fund

Issued June 2020

No findings or recommendations

<http://records.sos.state.or.us/ORSOSWebDrawer/Recordpdf/7359562>

Selected Financial Accounts for Year Ended June 30, 2019

Issued April 2020

No findings or recommendations

DEPARTMENT OF EDUCATION
2020 Secretary of State Audits
(Links)

<http://records.sos.state.or.us/ORSOSWebDrawer/Recordpdf/7227912>

Handling of State School Fund Overpayments

Issued January 2020

ODE agrees with 1 recommendation; partially agrees with 1 recommendation.

<http://records.sos.state.or.us/ORSOSWebDrawer/Recordpdf/7227912>

Cybersecurity Controls Audit

ODE agreed with all recommendations

[Report No. 2019-39](#)

November 2019

DEPARTMENT OF EDUCATION

Change in Budget Effects to Agency Operations

Reduction Impacts to Operations

The Governor's budget made reductions of \$19.0 million to the agency's current service level Operations budget. The reductions include the following:

Policy Option Packages 087/090 had a net reduction of \$5.2 million, applied as follows:

- \$1.8 million reduction in funding support to the Statewide Longitudinal Data System operated by HECC through a transfer of corporate activities tax revenues (CAT);
- \$4.8 million in targeted reductions primarily in professional services for student assessment and district coaching contracts for the Student Investment Account (SIA)
- \$0.6 million increase and 2 positions for the Educator Advancement Council for the Student Success Act;
- \$1.4 million increase and 5 net positions for the Early Learning Division due to increased Federal Funds;

\$0.6 million reduction in Youth Development Division for temporary services and reclassification of one position and reallocation of another.

Policy Option Packages 091, 092, 096, and 097 reduced the budget by a total of \$13.8 million in agency operations due to decreased charges in State Government Service Charges and Attorney General fees, elimination of inflationary costs, and increase in targeted salary savings.

Reductions to Services & Supplies, and particularly in Professional Services may create some backlog and inefficiencies, and well as decrease the level of customer service we are able to provide to schools and districts.

Increase in vacancy savings (net reduction of payroll funding) will have a negative effect on productivity, and may cause backlogs or reduction of service provided for less critical functions, or increase the time it takes to be responsive. The agency will work to mitigate these reductions to service to the greatest extent possible through prioritizing and trying to improve processes and eliminate redundancies.



PROPOSED SUPERVISORY SPAN OF CONTROL REPORT

In accordance with the requirements of ORS 291.227, (Oregon Department of Education) presents this report to the Joint Ways and Means Committee regarding the agency's Proposed Maximum Supervisory Ratio for the 2021-2023 biennium.

Supervisory Ratio for the last quarter of 2019-2021 biennium

The agency actual supervisory ratio as of 12/31/2020 is 1: 10.05
 (Date) (Enter ratio from last Published DAS CHRO Supervisory Ratio)

The Agency actual supervisory ratio is calculated using the following calculation;

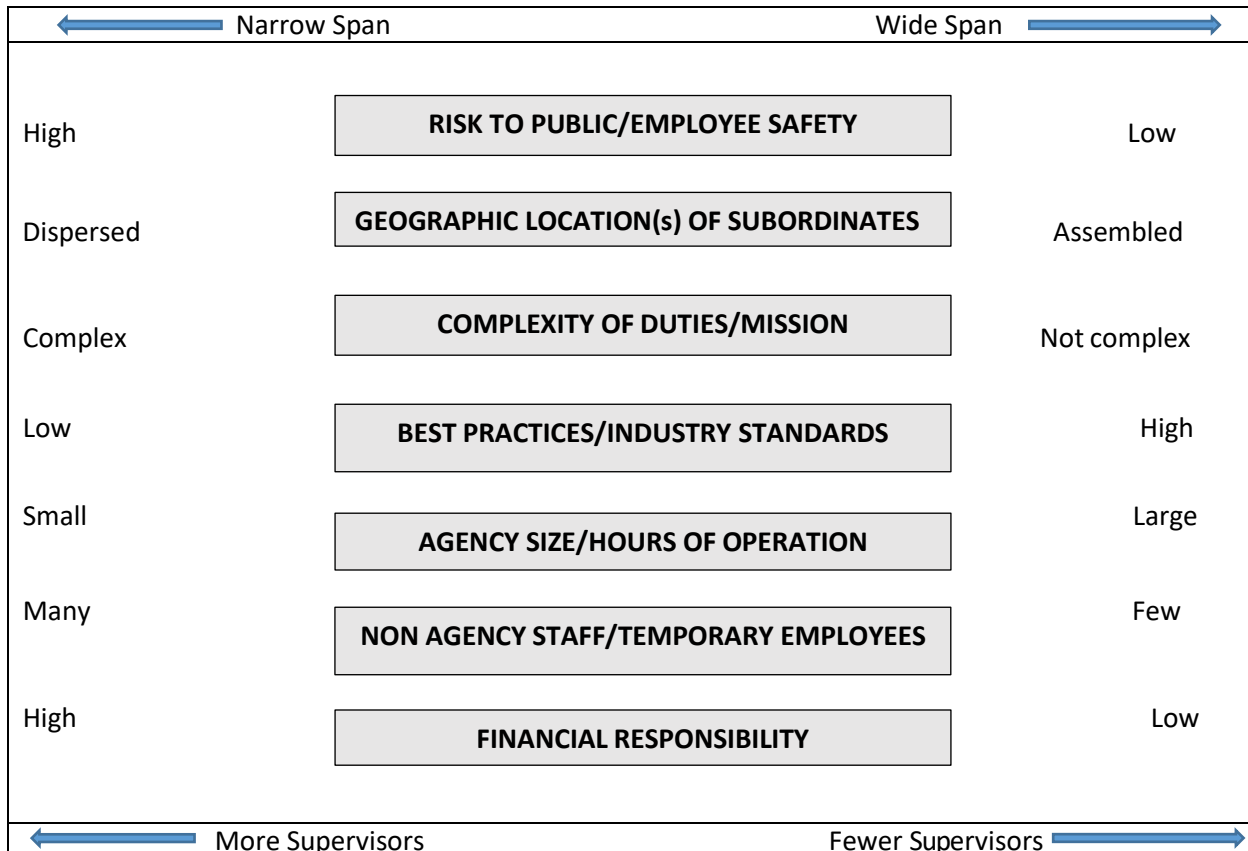
$$\frac{88}{\text{(Total supervisors)}} = \frac{74}{\text{(Employee in a supervisory role)}} + \frac{14}{\text{(Vacancies that if filled would perform a supervisory role)}}$$

$$\frac{884}{\text{(Total non-supervisors)}} = \frac{605}{\text{(Employee in a non-supervisory role)}} + \frac{279}{\text{(Vacancies that if filled would perform a non-supervisory role)}}$$

The agency has a current actual supervisory ratio of-

$$1: \underline{10.05} = \frac{\underline{884}}{\text{(Total non - Supervisors)}} / \frac{\underline{88}}{\text{(Total Supervisors)}}$$

When determining an agency maximum supervisory ratio all agencies shall begin of a baseline supervisory ratio of 1:11, and based upon some or all of the following factors may adjust the ratio up or down to fit the needs of the agency.



Ratio Adjustment Factors

Is safety of the public or of State employees a factor to be considered in determining the agency maximum supervisory ratio?

Y N

Explain how and why this factor impacts the agency maximum supervisory ratio upwards or downward from 1:11-

The Office of Child Care within the Oregon Department of Education’s Early Learning Division is responsible for regulatory oversight (licensing and compliance) of child care facilities across the State of Oregon, supporting child care providers through technical assistance and professional development, and providing information to both providers and parents. Licensing specialists make decisions on a daily basis that impact the quality, safety, and availability of child care in Oregon. Decisions are made regarding health and safety practices, developmentally appropriate child care, appropriate discipline practices, nutrition, materials and equipment, space planning and capacity, and provider/staff training and qualifications.

This work affects the health and safety of more than 48,000 children being cared for in Oregon certified childcare centers, and certified and registered family childcare homes. The complexity of the work often requires consultation between licensing specialists and managers to produce the best decisions and outcomes for children. Because this type of consultation becomes more difficult with a larger supervisory ratio, a narrower supervisory ratio is needed.

Is geographical location of the agency’s employees a factor to be considered in determining the agency maximum supervisory ratio?

Y N

Explain how and why this factor impacts the agency maximum supervisory ratio upwards or downward from 1:11-

The Oregon Department of Education is comprised of eleven worksite locations across the state. Three of our worksites are located in Salem; the Oregon Department of Education’s central operations are located in the Public Service Building, the Early Learning Division’s central office and Salem licensing office are located in the Veterans Building, and the Oregon School for the Deaf operates in Salem. The other worksites are located in Eugene, LaGrande, Medford, Milton-Freewater, North Portland, Redmond, and Tualatin.

The challenges of supervising employees in locations spread out over several geographic locations would be lessened with a narrower span of control.

Explain how and why this factor impacts the agency maximum supervisory ratio upwards or downward from 1:11-

The Oregon Department of Education is responsible for work that is large in scope and complexity. The agency oversees the education of over 560,000 students in Oregon's public Kindergarten-12th grade (K-12) education system, and encompasses early learning, public preschool programs, the Oregon School for the Deaf, regional programs for children with disabilities, and education programs in Oregon youth corrections facilities.

Federal and state laws, rules, and policies govern the work, and cover a wide range of complex areas such as:

Elementary and secondary education programs

- 1,200 public schools organized into 197 school districts and 19 education service districts
- Student Success Act

Equity-Related Programs

- Civil Rights, including Title IX
- English Language Learner Initiatives
- African American/Black Student Education
- American Indian/Alaska Native Education
- Migrant Education

Federal Programs

- Every Student Succeeds Act (ESSA)
- Elementary & Secondary Education Act (ESEA)
- Title I-A (Improving Basic Programs)
- Title I-C (Migrant Education)
- Title I-D (Neglected and Delinquent or At-Risk Children)
- Title II-A (Supporting Effective Instruction)
- Title III (English Learners and Immigrant Youth)
- Title IV-A (Student Support and Academic Enrichment Grant)
- Title IV-B (21st Century Community Learning Centers)
- Title IV-C (Charter Schools)
- Title V-A (Funding Flexibility)
- Title V-B (Rural Education Achievement Program)
- Title VI-A (Indian, Native Hawaiian, and Alaska Native Education)
- McKinney-Vento Act (Education of Homeless Children and Youth Program)

Student Services

- Special Education Data Collection & Compliance
- Child Nutrition
- Early Intervention & Early Childhood Special Education
- Education Programs and Secondary Transition
- Hospital Programs
- School Nurses
- Fingerprinting of all classified staff in school districts
- Regulating Pupil Transportation for all schools
- Regional Programs/Best Practices

District and School Effectiveness

- School Improvement Grants
- Continuous Improvement Planning
- System Performance Review and Improvement

Is the complexity of the agency's duties a factor to be considered in determining the agency maximum supervisory ratio? (***CONTINUED FROM PREVIOUS PAGE***)

Standards and Instructional Support

- Academic Content Standards

Student Assessment

- Statewide Assessments
- Essential Skills
- Test Administration

Career and Technical Education (CTE)

- Carl D. Perkins IV Federal Grant
- CTE Revitalization Grant
- CTE Civil Rights

Early Learning Division

- Child Care
- Early Learning Programs
- Cross Systems Integration
- Policy and Research
- Equity

Youth Development Division

- Student Supports and Graduation Readiness
- Reengaging Dropout Youth
- Youth Workforce & Training
- Juvenile Justice
- Youth Gang Prevention & Intervention

School Facilities

- Oregon School Capital Improvement Matching Program (OSCIM)
- Oregon School Safety and Emergency Management (GSEM)
- Technical Assistance Program
- School Facilities Database

The agency must have supervisors with the technical and educational knowledge required in each of these areas to effectively supervise and collaborate with educational professionals as they carry out the work. A narrower span of control would allow a tighter focus on highly complex education programs, and effective relationships with a wide variety of stakeholder groups.

Are there industry best practices and standards that should be a factor when determining the agency maximum supervisory ratio? Y/N

Explain how and why this factor impacts the agency maximum supervisory ratio upwards or downward from 1:11-

Is size and hours of operation of the agency a factor to be considered in determining the agency maximum supervisory ratio? Y/N

Explain how and why this factor impacts the agency maximum supervisory ratio upwards or downward from 1:11-

The Oregon Department of Education operates the Oregon School for the Deaf (OSD), which provides an educational program for Oregon students who are Deaf or Hard of Hearing, and whose educational needs can appropriately be met in this setting. OSD offers a full range of classes and extra-curricular activities for students in kindergarten through grade 21.

The programs and departments of OSD include Administration, Clerical, Education, Dormitory/Recreation, Adult Transition Program, Athletics, Student Guidance, Maintenance/Custodial, Student Health Services, Student Nutrition Services, Evaluation/Support Services, and Library Media Center.

Residential services are available to students who live beyond a distance feasible for daily transportation or for students who's Individual Education Plan (IEP) requires additional time or alternative settings resulting in OSD providing 24-hour service, care, and education for students.

OSD's 24-hour operations require a narrower supervisory ratio in order to provide sufficient oversight for employees on all shifts who are educating and ensuring the safety and well-being of students.

Are there unique personnel needs of the agency, including the agency's use of volunteers or seasonal or temporary employees, or exercise of supervisory authority by agency supervisory employees over personnel who are not agency employees a factor to be considered in determining the agency maximum supervisory ratio? Y/N

Explain how and why this factor impacts the agency maximum supervisory ratio upwards or downward from 1:11-

Is the financial scope and responsibility of the agency a factor to be considered in determining the agency maximum supervisory ratio? Y/N

Explain how and why this factor impacts the agency maximum supervisory ratio upwards or downward from 1:11-

The Oregon Department of Education's total budget for 2019-21 is \$12.82B, including the State School Fund's \$9.0B. The State School Fund represents approximately **90% of the state's general fund budget overall**. Distribution of the State School Fund is highly complex and a critical factor in the successful operation of all Oregon school districts and education service districts.

The agency administers approximately \$255M of complex bond-related programs targeted for improving school facilities, as well as the Oregon School for the Deaf.

The agency must have supervisors with the technical and educational knowledge required to administer and distribute the State School Fund, and complex bond-related programs. A narrower span of control would allow a tighter focus on these highly complex funding systems.

Based upon the described factors above the agency proposes a Maximum Supervisory Ratio of 1: 9.

Unions Requiring Notification Service Employees International Union (SEIU), State Teachers Education Association (STEA)

Date unions notified _____

Submitted by: _____

Date: _____

Signature Line _____

Date _____

Signature Line _____

Date _____

Signature Line _____

Date _____

Signature Line _____

Date _____

Agency Name **Oregon Department of Education**

10 Year Maintenance Priority 1-4 for Owned Assets Over \$1M CRV'

Campus	Building GUID	Building Name	Construction Year ²	Gross Square Footage	iPlan Data (Incl Soft Costs)								Agency Input		
					Current (Calculated) Replacement Value ³	Priority 1 - Currently Critical (Life Safety, DM, Code Compliance) ⁴	Priority 2 - Potentially Critical (Near Term Capital Renewal, Functionality) ⁵	Priority 3 - Not Yet Critical (Mid-term) ⁶	Priority 4 - Seismic + Natural Hazard Remediation (if applicable) ⁷	Total (G+H+I+J)	Current FCF less Seismic Nat Haz = Columns (G+H+I)/F	2017-19 LAB Approved	2019-21 Requested Budget	Remaining 10 Year Need (Estimated) = Columns K-M-N	
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	
ODE - Oregon School for the Deaf - OSD	bc36a1f3-d53b-4846-a6ec-ef014470e5bc	Central Services Facility (7)	1971	32,664	\$7,954,295	\$192,390	\$0	\$921,564	TBD	\$1,113,954	14.004%	\$192,390	\$454,528	\$467,036	
ODE - Oregon School for the Deaf - OSD	d6b9c7cc-c915-42c6-8871-5ba42adb0c87	Education Facility (13)	1975	49,104	\$8,031,078	\$904,392	\$348,634	\$783,870	TBD	\$2,036,896	25.363%	\$1,253,026	\$329,342	\$454,528	
ODE - Oregon School for the Deaf - OSD	044923fd-413d-4db3-b78d-9c3b083b95d2	Girls Dorm (3)	1962	24,173	\$5,167,033	\$0	\$92,856	\$1,208,930	TBD	\$1,301,786	25.194%	\$92,856	\$391,352	\$817,578	
ODE - Oregon School for the Deaf - OSD	a8924c16-c25f-469a-a544-51e5b7439cf5	Industrial Arts (9)	1922	11,880	\$2,847,946	\$52,258	\$88,404	\$857,434	TBD	\$998,096	35.046%	\$140,662	\$341,532	\$518,908	
ODE - Oregon School for the Deaf - OSD	1f0cb50d-0aa9-4bad-a2af-b0f894bbb4fb	Lindstrom Hall (Boys) (5)	1957	56,260	\$9,909,658	\$815,140	\$259,170	\$2,991,214	TBD	\$4,065,524	41.026%	\$1,074,310	\$1,252,708	\$1,738,506	
ODE - Oregon School for the Deaf - OSD	94cd04f6-bbb-4a8b-9efd-3e34d395c36c	Maintenance (8)	1961	13,274	\$4,402,955	\$450,000	\$173,946	\$380,328	TBD	\$1,004,274	22.809%	\$623,946	\$85,224	\$295,104	
ODE - Oregon School for the Deaf - OSD	b4f89dee-3bda-44ef-9f45-abfdd70ead0f	Multipurpose/Gym (11)	1963	17,752	\$4,489,461	\$342,486	\$300,298	\$841,852	TBD	\$1,484,636	33.069%	\$642,784	\$486,328	\$355,524	
ODE - Oregon School for the Deaf - OSD	21b0814f-7eab-4cd0-9cff-3c701375f4dd	New Extreme Dorm (17)	2010	3,485	\$2,862,215	\$0	\$0	\$0	TBD	\$0	0.000%	\$0	\$0	\$0	
ODE - Oregon School for the Deaf - OSD	9ba7a71e-9efb-4275-a674-eb65ddeebd80	Primary Dorm (4)	1948	32,904	\$8,922,998	\$0	\$241,680	\$2,348,218	TBD	\$2,589,898	29.025%	\$241,680	\$1,159,004	\$1,189,214	
ODE - Oregon School for the Deaf - OSD	72f92bb7-5a79-4456-b9f1-7eaaa32546ff	Tillinghast (6)	1914	2,920	\$2,027,323	\$0	\$32,966	\$405,768	TBD	\$438,734	21.641%	\$32,966	\$140,662	\$265,106	
ODE - Oregon School for the Deaf - OSD	b32cbaa6-fb3f-4be4-8d17-f80c021c02b6	Vocational Unit/Hig (12)	1962	20,357	\$4,636,079	\$0	\$146,598	\$1,560,320	TBD	\$1,706,918	36.818%	\$146,598	\$159,848	\$1,400,472	
ODE - Oregon School for the Deaf - OSD	3076ad22-afb7-4c51-a1b9-84acd9038fe0	Wallace Hall (2)	1958	7,092	\$1,832,884	\$190,800	\$36,146	\$382,819	TBD	\$609,765	33.268%	\$226,946	\$200,128	\$182,691	
Subtotal Over \$1M CRV				271,865	\$63,083,924	\$2,947,466	\$1,720,698	\$12,682,317	TBD	\$17,350,481	27.504%	\$4,668,164	\$5,000,656	\$7,681,661	

Maintenance Priority 1-4 for Owned Assets Under \$1M CRV (Optional) - This is not required for the budget submission or CPAB Report. Agencies may choose to complete.

Campus	Building GUID	Building Name	Construction Year ²	Gross Square Footage	iPlan Data (Incl Soft Costs)								Agency Input		
					Current (Calculated) Replacement Value ³	Priority 1 - Currently Critical (Life Safety, DM, Code Compliance) ⁴	Priority 2 - Potentially Critical (Near Term Capital Renewal, Functionality) ⁵	Priority 3 - Not Yet Critical (Mid-term) ⁶	Total (F+G+H)	Current FCF less Seismic Nat Haz = Columns (F+G+H)/E	2017-19 LAB Approved	2019-21 Requested Budget	Remaining 10 Year Need (Estimated) = Columns K-L-M		
A	B	C	D	E	F	G	H	I	J	K	L	M	N		
ODE - Oregon School for the Deaf - OSD	83ea8ae5-9951-4c0f-984e-dd0b0388cb7b	Carpenter House (1)	1950	1,932	\$384,915	\$0	\$79,394	\$68,052	\$147,446	\$38,306%	\$79,394	\$0	\$68,052		
ODE - Oregon School for the Deaf - OSD	c1b5beb9-76ed-45f7-a96e-d20764178d67	Carpenter House Garage (14)	1950	400	\$10,587	\$0	\$0	\$0	\$0	0.000%	\$0	\$0	\$0		
ODE - Oregon School for the Deaf - OSD	6e6d8d3e-dc63-4be8-8fc5-272d695de646	Greenhouse (19)	1963	600	\$9,456	\$0	\$0	\$0	\$0	0.000%	\$0	\$0	\$0		
ODE - Oregon School for the Deaf - OSD	c8200155-125a-4a55-a7ec-e49aa583066d	Painthouse (10)	1947	1,480	\$53,728	\$0	\$60,950	\$60,950	\$113,442%	\$113,442%	\$0	\$0	\$60,950		
ODE - Oregon School for the Deaf - OSD	4b0856f6-b539-49af-9e85-d7ae7de054bf	Pump House (18)	1950	378	\$163,734	\$0	\$0	\$2,120	\$2,120	1.295%	\$0	\$0	\$2,120		
ODE - Oregon School for the Deaf - OSD	32fc841e-5983-49ef-a384-ab45565c70cd	Tillinghast Carport (16)	1963	440	\$6,682	\$0	\$0	\$0	\$0	0.000%	\$0	\$0	\$0		
Subtotal Under \$1M CRV				5,230	\$629,101	\$0	\$79,394	\$131,122	\$210,516	33.463%	\$79,394	\$0	\$131,122		

Definitions

Current Maintenance Priority 1-4	1	Current costs (April 2016) for all facility maintenance and deferred maintenance except those that are covered in operations and maintenance (maintenance).
Construction Year	2	Original Construction Year
Current Replacement Value	3	Current Replacement Value Reported to Risk Management <i>or</i> Calculated Replacement Value Reported from Facility Conditions Assessment (FCA)
Priority One: Currently Critical	4	From the Budget Instruction: Priority One projects are conditions that require immediate action in order to address code and accessibility safety. Building envelope issues (roof, sides, windows and doors) that pose immediate safety concerns should be included in this category.
Priority Two: Potentially Critical	5	From the Budget Instruction: Priority Two projects are to be undertaken in the near future to maintain the integrity of the facility and program requirements. Included are systems that are functioning improperly or at limited capacity, and if not addressed, will cause additional and added repair costs. Also included are significant building envelope issues (roof, sides, windows and doors) that, if not addressed, will cause deterioration and added repair costs.
Priority Three: Necessary - Not yet Critical	6	From the Budget Instructions: Priority Three projects could be undertaken in the near to mid-term future to maintain the integrity of a building building systems, building components and site work that have reached or exceeded their useful life based on industry standards, but are still capacity. These projects may require attention currently to avoid deterioration, potential downtime and consequently higher costs if corrective action is deferred.
Priority Four: Seismic and Natural Hazard	7	From the Budget Instructions: Priority Four projects improve seismic performance of buildings constructed prior to 1995 building code changes occupants, minimize building damage and speed recovery after a major earthquake. Projects also include those that mitigate significant flood hazards.
Facility Condition Index	8	A calculated measure of facility condition relative to its current replacement value (expressed as a percentage)

Agency Name **Oregon Department of Education**

Current Maintenance Priority 1-4 for Owned Assets Over \$1M CRV¹

Campus	Building GUID	Building Name	Construction Year ²	Gross Square Footage	Current (Calculated) Replacement Value ³	Priority 1 - Currently Critical (Life Safety, DM, Code Compliance) ⁴	Priority 2 - Potentially Critical (Near Term Capital Renewal, Energy, Functionality) ⁵	Priority 3 - Not Yet Critical (Mid-term) ⁶	Priority 4 - Seismic + Natural Hazard Remediation (if applicable) ⁷	Total (G+H+I+J)	Current FCF less Seismic Nat Haz = Columns (G+H+I)/F	Agency Input	
												2017-19 LAB Approved	Remaining Current Need (Estimated) = Columns K-M
A	B	C	D	E	F	G	H	I	J	K	L	M	N
ODE - Oregon School for the Deaf - OSD	bc36a1f3-d53b-4846-a6ec-ef014470e5bc	Central Services Facility (7)	1971	32,664	\$7,954,295	\$192,390	\$0	\$454,528	TBD	\$646,918	8.133%	\$192,390	\$454,528
ODE - Oregon School for the Deaf - OSD	d6b9c7cc-c915-42c6-8871-5ba42adb0c87	Education Facility (13)	1975	49,104	\$8,031,078	\$904,392	\$348,634	\$329,342	TBD	\$1,582,368	19.703%	\$1,253,026	\$329,342
ODE - Oregon School for the Deaf - OSD	044923fd-413d-4db3-b78d-9c3b083b95d2	Girls Dorm (3)	1962	24,173	\$5,167,033	\$0	\$92,856	\$391,352	TBD	\$484,208	9.371%	\$92,856	\$391,352
ODE - Oregon School for the Deaf - OSD	a8924c16-c25f-469a-a54-51e5b7439cf5	Industrial Arts (9)	1922	11,880	\$2,847,946	\$52,258	\$88,404	\$341,532	TBD	\$482,194	16.931%	\$140,662	\$341,532
ODE - Oregon School for the Deaf - OSD	1f0cb50d-0aa9-4bad-a2af-b0f894bbb4fb	Lindstrom Hall (Boys) (5)	1957	56,260	\$9,909,658	\$815,140	\$259,170	\$1,252,708	TBD	\$2,327,018	23.482%	\$1,074,310	\$1,252,708
ODE - Oregon School for the Deaf - OSD	94cd04f6-bbb-4a8b-9efd-3e34d395c36c	Maintenance (8)	1961	13,274	\$4,402,955	\$450,000	\$173,946	\$85,224	TBD	\$709,170	16.107%	\$623,946	\$85,224
ODE - Oregon School for the Deaf - OSD	b4f89dee-3bda-44ef-9f45-abfdd70ead0f	Multipurpose/Gym (11)	1963	17,752	\$4,489,461	\$342,486	\$300,298	\$486,328	TBD	\$1,129,112	25.150%	\$642,784	\$486,328
ODE - Oregon School for the Deaf - OSD	21b0814f-7eab-4cd0-9c9f-3c701375f4dd	New Extreme Dorm (17)	2010	3,485	\$2,862,215	\$0	\$0	\$0	TBD	\$0	0.000%	\$0	\$0
ODE - Oregon School for the Deaf - OSD	9ba7a71e-9efb-4275-a674-eb65ddeebd80	Primary Dorm (4)	1948	32,904	\$8,922,998	\$0	\$241,680	\$1,159,004	TBD	\$1,400,684	15.697%	\$241,680	\$1,159,004
ODE - Oregon School for the Deaf - OSD	72f92bb7-5a79-4456-b9f1-7eaaa3d546ff	Tillinghast (6)	1914	2,920	\$2,027,323	\$0	\$32,966	\$140,662	TBD	\$173,628	8.564%	\$32,966	\$140,662
ODE - Oregon School for the Deaf - OSD	b32cbaa6-fb3f-4be4-8d17-f80c021c02b6	Vocational Unit/Hig (12)	1962	20,357	\$4,636,079	\$0	\$146,598	\$159,848	TBD	\$306,446	6.610%	\$146,598	\$159,848
ODE - Oregon School for the Deaf - OSD	3076ad22-afb7-4c51-a1b9-84ac9d038fe0	Wallace Hall (2)	1958	7,092	\$1,832,884	\$190,800	\$36,146	\$200,128	TBD	\$427,074	23.301%	\$226,946	\$200,128
Subtotal Over \$1M CRV				271,865	\$63,083,924	\$2,947,466	\$1,720,698	\$5,000,656	TBD	\$9,668,820	15.327%	\$4,668,164	\$5,000,656

Maintenance Priority 1-4 for Owned Assets Under \$1M CRV (Optional) - This is not required for the budget submission or CPAB Report. Agencies may choose to complete.

Campus	Building GUID	Building Name	Construction Year ²	Gross Square Footage	Current (Calculated) Replacement Value ³	Priority 1 - Currently Critical (Life Safety, DM, Code Compliance) ⁴	Priority 2 - Potentially Critical (Near Term Capital Renewal, Energy, Functionality) ⁵	Priority 3 - Not Yet Critical (Mid-term) ⁶	Total (F+G+H)	Current FCF less Seismic Nat Haz = Columns (F+G+H)/E	Agency Input	
											2017-19 LAB Approved	Remaining Current Need (Estimated) = Columns J-L
A	B	C	D	E	F	G	H	I	J	K	L	M
ODE - Oregon School for the Deaf - OSD	83ea8ae5-9951-4c0f-984e-dd0b0388cb7b	Carpenter House (1)	1950	1,932	\$384,915	\$0	\$79,394	\$0	\$79,394	20.626%	\$79,394	\$0
ODE - Oregon School for the Deaf - OSD	c1b5beb9-76ed-45f7-a96e-d20764178d67	Carpenter House Garage (14)	1950	400	\$10,587	\$0	\$0	\$0	\$0	0.000%	\$0	\$0
ODE - Oregon School for the Deaf - OSD	6e6d8d3e-dc63-4be8-8fc5-272d695de646	Greenhouse (19)	1963	600	\$9,456	\$0	\$0	\$0	\$0	0.000%	\$0	\$0
ODE - Oregon School for the Deaf - OSD	c8200155-125a-4a55-a7ec-e49aa583066d	Painthouse (10)	1947	1,480	\$53,728	\$0	\$0	\$0	\$0	0.000%	\$0	\$0
ODE - Oregon School for the Deaf - OSD	4b0856f6-b539-49af-9e85-d7ae7de054bf	Pump House (18)	1950	378	\$163,734	\$0	\$0	\$0	\$0	0.000%	\$0	\$0
ODE - Oregon School for the Deaf - OSD	32fc841e-5983-49ef-a384-ab45565c70cd	Tillinghast Carport (16)	1963	440	\$6,682	\$0	\$0	\$0	\$0	0.000%	\$0	\$0
Subtotal Under \$1M CRV				5,230	\$629,101	\$0	\$79,394	\$0	\$79,394	12.620%	\$79,394	\$0

Definitions

Current Maintenance Priority 1-4	1	Current costs (April 2016) for all facility maintenance and deferred maintenance except those that are covered in operations and maintenance (maintenance).
Construction Year	2	Original Construction Year
Current Replacement Value	3	Current Replacement Value Reported to Risk Management <i>or</i> Calculated Replacement Value Reported from Facility Conditions Assessment (FCA)
Priority One: Currently Critical	4	From the Budget Instruction: Priority One projects are conditions that require immediate action in order to address code and accessibility safety. Building envelope issues (roof, sides, windows and doors) that pose immediate safety concerns should be included in this category.
Priority Two: Potentially Critical	5	From the Budget Instruction: Priority Two projects are to be undertaken in the near future to maintain the integrity of the facility and program requirements. Included are systems that are functioning improperly or at limited capacity, and if not addressed, will cause additional and added repair costs. Also included are significant building envelope issues (roof, sides, windows and doors) that, if not addressed, will cause deterioration and added repair costs.
Priority Three: Necessary - Not yet Critical	6	From the Budget Instructions: Priority Three projects could be undertaken in the near to mid-term future to maintain the integrity of a building building systems, building components and site work that have reached or exceeded their useful life based on industry standards, but are still capacity. These projects may require attention currently to avoid deterioration, potential downtime and consequently higher costs if corrective action is deferred.
Priority Four: Seismic and Natural Hazard Remediation	7	From the Budget Instructions: Priority Four projects improve seismic performance of buildings constructed prior to 1995 building code changes occupants, minimize building damage and speed recovery after a major earthquake. Projects also include those that mitigate significant flood hazards.
Facility Condition Index	8	A calculated measure of facility condition relative to its current replacement value (expressed as a percentage)

Facility Plan - Maintenance Priority 5
2019-21 Biennium

Agency Name Oregon Department of Education

Current Maintenance Priority 5¹ for Owned Assets Over \$1M CRV

Campus	iPlan Data (Incl Soft Costs)					Agency Input				
	Building GUID	Building Name	Construction Year ²	Square Footage	Current (Calculated) Replacement Value ³	Modernization Estimate	Notes/Description	2017-19 LAB Approved	2019-21 Requested Budget	Remaining Need (Estimated) = Columns G-I-J
A	B	C	D	E	F	G	H	I	J	K
ODE - Oregon School for the Deaf - OSD	bc36a1f3-d53b-4846-a6ec-ef014470e5bc	Central Services Facility (7)	1971	32,664	\$7,954,295	\$0	Not Applicable	\$0	\$0	\$0
ODE - Oregon School for the Deaf - OSD	d6b9c7cc-c915-42c6-8871-5ba42adb0c87	Education Facility (13)	1975	49,104	\$8,031,078	\$0	Not Applicable	\$0	\$0	\$0
ODE - Oregon School for the Deaf - OSD	044923fd-413d-4db3-b78d-9c3b083b95d2	Girls Dorm (3)	1962	24,173	\$5,167,033	\$0	Not Applicable	\$0	\$0	\$0
ODE - Oregon School for the Deaf - OSD	a8924c16-c25f-469a-a5d4-51e5b7439cf5	Industrial Arts (9)	1922	11,880	\$2,847,946	\$0	Not Applicable	\$0	\$0	\$0
ODE - Oregon School for the Deaf - OSD	1f0cb50d-0aa9-4bad-a2af-b0f894bb4fb	Lindstrom Hall (Boys) (5)	1957	56,260	\$9,909,658	\$0	Not Applicable	\$0	\$0	\$0
ODE - Oregon School for the Deaf - OSD	94cd04f6-bbbb-4a8b-9efd-3e34d395c36c	Maintenance (8)	1961	13,274	\$4,402,955	\$0	Not Applicable	\$0	\$0	\$0
ODE - Oregon School for the Deaf - OSD	b4f89dee-3bda-44ef-9f45-abfdd70ead0f	Multipurpose/Gym (11)	1963	17,752	\$4,489,461	\$0	Not Applicable	\$0	\$0	\$0
ODE - Oregon School for the Deaf - OSD	21b0814f-7eab-4cd0-9cff-3c701375f4dd	New Extreme Dorm (17)	2010	3,485	\$2,862,215	\$0	Not Applicable	\$0	\$0	\$0
ODE - Oregon School for the Deaf - OSD	9ba7a71e-9efb-4275-a674-eb65ddeebd80	Primary Dorm (4)	1948	32,904	\$8,922,998	\$0	Not Applicable	\$0	\$0	\$0
ODE - Oregon School for the Deaf - OSD	72f92bb7-5a79-4456-b9f1-7eaaa3d546ff	Tillinghast (6)	1914	2,920	\$2,027,323	\$0	Not Applicable	\$0	\$0	\$0
ODE - Oregon School for the Deaf - OSD	b32cbaa6-fb3f-4be4-8d17-f80c021c02b6	Vocational Unit/Hig (12)	1962	20,357	\$4,636,079	\$0	Not Applicable	\$0	\$0	\$0
ODE - Oregon School for the Deaf - OSD	3076ad22-afb7-4c51-a1b9-84ac9d038fe0	Wallace Hall (2)	1958	7,092	\$1,832,884	\$0	Not Applicable	\$0	\$0	\$0
Subtotal Over \$1M CRV				271,865	\$63,083,924	\$0		\$0	\$0	\$0

Priority Five: Modernization	1	From the Budget Instructions: Priority Five projects are alterations or replacement of facilities solely to implement new or higher standards to accommodate new functions, significantly improve existing functionality as well as replacement of building components that typically last more than 50 years (such as the building structure or foundations). These standards include system and aesthetic upgrades which represent sensible improvements to the existing condition. These projects improve the overall usability and reduce long-term maintenance requirements. Given the significant nature of these projects, the work typically addresses deficiencies that do not conform to current codes, but are 'grandfathered' in their existing condition to the extent feasible.
Construction Year	2	Original Construction Year
Current Replacement Value	3	Current Replacement Value Reported to Risk Management <i>or</i> Calculated Replacement Value Reported from Facility Conditions Assessment (FCA)

**Facility Plan - Facilities Planning Narrative 107BF02
2019-21 Biennium**

Agency Name

Oregon Department of Education

1. What are the key drivers for your agency's facility needs, and how do you measure space/facility demand? **OWNED FACILITIES** - The key drivers are to ensure the Oregon School for the Deaf can safely and effectively house and educate the children enrolled within the school. The facilities at OSD are very old and it is critical the Department is working to ensure safety issues are addressed immediately and aging infrastructure is maintained and replaced as soon as resources permit. OSD has addressed most of its immediate and critical needs over the last six years. The next phase of needs will be to address much of the aging infrastructure that is beginning to outlive its useful life. **LEASED FACILITIES** - All remaining locations are leased office staff for agency personnel. The primary driver for space is the growth of the agency budget and positions. ODE applies a standard office need of approximately 175-200 square foot per position.

2. What are the key facility-related challenges over the next 10-years? (Please answer in order of priority). **OWNED FACILITIES** - Ensuring that adequate budget resources are available to address the balance of critical facility issues, as well as beginning addressing aging infrastructure needs. Priority 1 - Replace roofs and provide sidewalk solutions; Priority 2 - Address ADA deficiencies and non-compliance; Priority 3 - Replace old and aging windows; Priority 4 - Upgrade inefficient lighting and insulation systems. **LEASED FACILITIES** - The primary challenge is locating enough state office space to ensure our growing staff have sufficient space to conduct their work.

3. What do you need to meet these challenges? **OWNED FACILITIES** - The biggest challenge for OSD will be to leverage additional resources to fund these needs. To date, the OSD has been dependent on resources gained through the sale of surplus property. Both the sale of the School for the Blind and surplus property on the current OSD campus has been the primary source of funding. However, these proceeds are only sufficient to meet about 80% of the critical needs. There may be opportunities to leverage additional resources through the lease of existing facilities and land, but to be able to address the facility challenges identified above, new resources will be needed. **LEASED FACILITIES** - The biggest need to meet these challenges will be the state having enough adequate facility space that is affordable and within agency budget.

Facility Plan - Facility O&M/DM Report 107B16b
2019-21 Biennium

Agency Name Oregon Department of Education

**Facilities Operations and Maintenance (O&M) Budget
excluding Capital Improvements and Deferred Maintenance**

	1	2015-17 Actual	2017-19 LAB	2019-21 Budgeted	2021-23 Projected
Personal Services (PS) Operations and Maintenance		\$2,100,267	\$2,049,954	\$2,152,452	\$2,260,074
Services and Supplies (S&S) Operations and Maintenance		\$222,469	\$284,202	\$292,728	\$301,510
Utilities not included in PS and S&S above		\$0	\$0	\$0	\$0
Total O&M		\$2,322,736	\$2,334,156	\$2,445,180	\$2,561,584
O&M \$/SF		\$8.89	\$8.93	\$9.36	\$9.80

Total O&M SF 261,327 Include only the SF for which your agency provides O&M funding.

O&M Estimated Fund Split Percentage %	2	General Fund	Lottery Fund	Other Funds	Federal Funds
		60%	0%	38%	2%

**Deferred Maintenance Funding In Current
Budget Model**

**Total Short and Long Term Deferred Maintenance Plan for
Facilities Value Over \$1M**

	3	2019-21 Biennium	Ongoing Budgeted (non POP)	Ongoing Budgeted (non POP)
		Current Costs (2017)	2019-21 Budgeted SB 1067 (2% CRV min.)	2021-23 Projected SB 1067 (2% CRV min.)
Priorities 1-3 - Currently, Potentially and Not Yet Critical	4,5,6	\$9,668,820	\$17,350,481	\$1,261,678
Priority 4 - Seismic & Natural Hazard	7	TBD	TBD	TBD
Priority 5 - Modernization	8	\$0	\$0	\$0
Total Priority Need		\$9,668,820	\$17,350,481	\$1,261,678
Facility Condition Index (Priority 1-3 Needs/CRV)	9	15.327%	27.504%	

Assets Over \$1M CRV \$63,083,924 Current Replacement Value Reported to Risk *or Calculated Replacement Value Reported from Facility Conditions Assessment (FCA)*

Process/Software for routine maintenance (O&M)	In house system (Excel spreadsheets). Each skilled trade is assigned buildings in which they perform and log routine maintenance. All work order assignments are entered into spreadsheets.	Provide narrative
Process/Software for deferred maintenance/renewal	In future, ODE will participate in State FCA program using iPlan software. Currently, OSD uses the deferred maintenance assessment report completed in 2011. All items are tracked on a spreadsheet for prioritization and completion.	Provide narrative
Process for funding facilities maintenance	Revenues generated from lease property, sale of property, and XI-Q Bonds. Some grants are used when available - energy grants for lighting upgrades.	Provide narrative

From iPlan FCA

Agency Name

Oregon Department of Education

Definitions

<p>Facilities Operations and Maintenance Budget O&M Estimated Fund Split Percentage %</p>	<p>1 The Facilities Operations and Maintenance budget includes costs to operate and maintain facilities and keep them in repair including utilities, janitorial and maintenance costs. Maintenance costs are categorized as external building (roof, siding, windows, etc.); interior systems (electrical, mechanical, interior walls, doors, etc.); roads and ground (groundskeeper, parking lots, sidewalks, etc.) and centrally operated systems (electrical, mechanical, etc.). Agencies with significant facilities may include support staff if directly associated with facilities maintenance activities. Do not include other overhead costs such as accounting, central government charges, etc.</p>
	<p>2 Show the fund split by percentage of fund source allocated to facility O&M for your agency</p>
<p>Total Short and Long Term Maintenance and Deferred Maintenance Plan for Facilities Value Over \$1M</p>	<p>3 All Maintenance excluding routine O&M costs. 19-21 and 21-23 auto-populates with 2% of the sum of your agency portfolio's CRV. Written to deliver on SB 1067: SECTION 9. (1) Each biennium, the Governor shall propose as part of the Governor's recommended budget an amount for deferred maintenance and capital improvements on existing state-owned buildings and infrastructure that is equivalent to at least two percent of the current replacement value of the state-owned buildings and infrastructure.</p>
<p>Priority One: Currently Critical</p>	<p>4 From the Budget Instruction: Priority One projects are conditions that require immediate action in order to address code and accessibility violations that affect life safety. Building envelope issues (roof, sides, windows and doors) that pose immediate safety concerns should be included in this category.</p>
<p>Priority Two: Potentially Critical</p>	<p>5 From the Budget Instruction: Priority Two projects are to be undertaken in the near future to maintain the integrity of the facility and accommodate current agency program requirements. Included are systems that are functioning improperly or at limited capacity, and if not addressed, will cause additional system deterioration and added repair costs. Also included are significant building envelope issues (roof, sides, windows and doors) that, if not addressed, will cause additional system deterioration and added repair costs.</p>
<p>Priority Three: Necessary - Not yet Critical</p>	<p>6 From the Budget Instructions: Priority Three projects could be undertaken in the near to mid-term future to maintain the integrity of a building and to address building systems, building components and site work that have reached or exceeded their useful life based on industry standards, but are still functioning in some capacity. These projects may require attention currently to avoid deterioration, potential downtime and consequently higher costs if corrective action is deferred.</p>
<p>Priority Four: Seismic and Natural Hazard Remediation</p>	<p>7 From the Budget Instructions: Priority Four projects improve seismic performance of buildings constructed prior to 1995 building code changes to protect occupants, minimize building damage and speed recovery after a major earthquake. Projects also include those that mitigate significant flood hazards.</p>
<p>Priority Five: Modernization</p>	<p>8 From the Budget Instructions: Priority Five projects are alterations or replacement of facilities solely to implement new or higher standards to accommodate new functions, significantly improve existing functionality as well as replacement of building components that typically last more than 50 years (such as the building structure or foundations). These standards include system and aesthetic upgrades which represent sensible improvements to the existing condition. These projects improve the overall usability and reduce long-term maintenance requirements. Given the significant nature of these projects, the work typically addresses deficiencies that do not conform to current codes, but are 'grandfathered' in their existing condition to the extent feasible.</p>
<p>Facility Condition Index</p>	<p>9 A calculated measure of facility condition relative to its current replacement value (expressed as a percentage)</p>

Facility Plan - Facility Summary Report 107BF16a
2019-21 Biennium

Agency Name Oregon Department of Education

Table A: Owned Assets Over \$1M CRV		FY 2018 DATA	
Total Number of Facilities Over \$1M		12	
Current Replacement Value \$ (CRV)	1	\$63,083,925	Source 4 Risk Risk or FCA
Total Gross Square Feet (GSF)		271,865	
Office/Administrative Usable Square Feet (USF)	2	173,663	Estimate/Actual 5 63.88% % USF/GSF
Occupants Position Count (PC)	3	197 (82 staff/115 students)	Office/Admin USF/PC 6 \$881.54
			or Agency Measure 7 N/A

Table B: Owned facilities under \$1M CRV	
Number of Facilities Under \$1M	6
CRV	1 \$629,102
GSF	5,230

Table C: Leased Facilities			
Total Rentable SF	8	110,785	
Total 2019-2021 Biennial Lease Cost		\$3,773,424	
Additional 2017-2019 Costs for Lease Properties (O&M)	9	\$585,000	
Office/Administrative Usable Square Feet (USF)	2	87,664	Estimate/Actual 5 79.13% % USF/GSF
Occupants Position Count (PC)	3	483	Office/Admin USF/PC 6 181.50

Definitions

CRV	1	Current Replacement Value Reported to Risk Management or Calculated Replacement Value Reported from iPlan Facility Conditions Assessment (FCA)
USF	2	Usable Square Feet per BOMA definition for office/administrative uses. Area of a floor occupiable by a tenant where personnel or furniture are normally housed plus building amenity areas that are convertible to occupant area and not required by code or for the operations of a building. If not known, estimate the percentage.
Occupant Position Count (PC)	3	Total Legislatively Approved Budget (LAB) Position Count within the buildings or leases as applicable.
Source	4	Enter Source of CRV as "Risk" or "FCA"
Estimate/Actual	5	Use actual USF % of USF to GSF, if available. If not known, estimate the percentage.
Office/Administrative USF/PC	6	Divide your USF by your position count. If office/admin space is a less than 10% of your space use, fill in N/A and fill in #7, "Agency Measure".
Agency Measure	7	If not using USF/PC, insert Agency Measure as defined in 107BF02 question #1.
RSF	8	Rentable SF per BOMA definition. The total usable area plus a pro-rated allocation of the floor and building common areas within a building.
O&M	9	Total Operations and Maintenance Costs for facilities including all maintenance, utilities and janitorial

Oregon Department of Education																			Agency Number: 58100			
2021-23 Biennium																						
Agency-Wide Priorities for 2021-23 Biennium																						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
Priority (ranked with highest priority first)	Agency Initials	Program or Activity Initials	Program Unit/Activity Description	Identify Key Performance Measure(s)	Primary Purpose Program-Activity Code	GF	LF	OF	NL-OF	FF	NL-FF	TOTAL FUNDS	Pos.	FTE	New or Enhanced Program (Y/N)	Included as Reduction Option (Y/N)	Legal Req. Code (C, D, FM, FO, S)	Legal Citation	Explain What is Mandatory (for C, FM, and FO Only)			
Agcy	Prgm/Div																					
1	1	ODE	SSF	State School Fund	5,6,7,9,10	7	7,880,635,408	370,466,870	746,359,000			\$ 8,997,461,278	0	0.00	N	Y	S, C, FM	OR Const., ORS Ch. 327 et al, IDEA, NCLB	Uniform system of common schools; basic education; special education (incl. MOE)			
2	1	ODE	CSF	Common School Fund - distributions to local districts	5,6,7,9,10	7					133,059,086	\$ 133,059,086	0	0.00	N	Y	S	OR Const., ORS Ch. 327				
3	1	ODE	OSD	OSD Classroom	5,6,7	7	7,761,435		1,312,679			\$ 9,201,642	38	36.57	N	N	S, FM	ORS Ch. 343 and 346, IDEA	Mandatory Placement Option, IDEA Directive			
4	2	ODE	OSD	OSD Nutrition	5,6,7	7	813,590		249,926			\$ 1,063,516	7	5.25	N	N	S, FM	ORS Ch. 343 and 346, IDEA	Mandatory Placement Option, IDEA Directive			
5	3	ODE	OSD	OSD Administration	5,6,7	7	1,168,712		666,810			\$ 1,835,522	5	5.00	N	N	S, FM	ORS Ch. 343 and 346, IDEA	Mandatory Placement Option, IDEA Directive			
6	4	ODE	OSD	OSD Physical Plant	5,6,7	7	1,385,031		3,787,489			\$ 5,172,520	12	11.75	N	N	S, FM	ORS Ch. 343 and 346, IDEA	Mandatory Placement Option, IDEA Directive			
7	5	ODE	OSD	OSD Medical	5,6,7	7	504,485		185,886			\$ 690,371	3	2.58	N	N	S, FM	ORS Ch. 343 and 346, IDEA	Mandatory Placement Option, IDEA Directive			
8	6	ODE	OSD	OSD Residential	5,6,7	7	2,682,449		395,678			\$ 3,078,127	17	14.87	N	N	S, FM	ORS Ch. 343 and 346, IDEA	Mandatory Placement Option, IDEA Directive			
9	1	ODE	OPS	Office of Enhancing Student Opportunities	10	7	3,241,142		1,995,574		26,916,523	\$ 32,153,239	58	57.41	N	Y	S, FM	ORS Chapters 326-346, ESSA, IDEA, Student Success Act	Reporting			
10	1	ODE	GIA	Youth Corrections Education Program and Juvenile Delinquency Education Program	4,5,6,7	7			14,967,810		2,495,081	\$ 17,462,891	0	0.00	N	N	C, FM, S	ORS Ch.327, ESSA, IDEA	Eligibility & Reporting			
11	2	ODE	GIA	Early Intervention/Early Childhood Special Education	2,3	7	216,112,910		83,800,509		29,348,155	\$ 329,261,574	0	0.00	N	N	S, FM, FO	ORS Ch. 343.475; IDEA	Mandatory Placement; Optional IDEA Directive			
12	3	ODE	GIA	Long Term Care and Treatment Program	5,6	7	20,500,345		19,882,974		3,151,537	\$ 43,534,856	0	0.00	N	N	FM	ORS Ch. 343.961, IDEA	Eligibility & Reporting			
13	4	ODE	GIA	Hospital & Pediatric Nursing Programs	5,6	7	1,480,823		6,323,734		88,564	\$ 7,893,121	0	0.00	N	N	FM	ORS Ch. 343.261; IDEA	Eligibility & Reporting			
14	5	ODE	GIA	Regional Education Programs	5,6	7	29,966,831				35,419,053	\$ 65,385,884	0	0.00	N	N	FM	ORS Ch. 343.236, IDEA	Eligibility & Reporting			
15	6	ODE	GIA	Blind & Visually Impaired Student Fund	4,5,6	7	1,080,162		1,629,257			\$ 2,709,419	0	0.00	N	N	S	2009 OL Ch 562 Sec 7				
16	7	ODE	GIA	Transition Network Facilitator Grants	4,5,6	7	1,460,200					\$ 1,460,200	0	0.00	N	N	S					
17	8	ODE	GIA	Title I - Part A - Low Income	4,5,6,7	7					314,077,043	\$ 314,077,043	0	0.00	N	N	FM	ORS 326.051, 326.111; ESSA	Eligibility & Reporting			
18	9	ODE	GIA	Title I - School Improvement	4,5,6,7	7					21,256,340	\$ 21,256,340	0	0.00	N	N	FM	ORS 326.051, 326.111; ESSA	Eligibility & Reporting			
19	10	ODE	GIA	Individuals with Disabilities Education Act	4,5,6,7	7					283,210,889	\$ 283,210,889	0	0.00	N	N	FM	ORS 326.051, 326.111; IDEA	Eligibility & Reporting			
20	11	ODE	GIA	Title I - Part C - Migrant Education	4,5,6,7	7					39,634,000	\$ 39,634,000	0	0.00	N	N	FM	ORS 326.051, 326.111; ESSA	Eligibility & Reporting			
21	12	ODE	GIA	Title III - English Language Acquisition	4,5,6,7	7					13,956,681	\$ 13,956,681	0	0.00	N	N	FM	ORS 326.051, 326.111; ESSA	Eligibility & Reporting			
22	2	ODE	OPS	Office of Equity, Inclusion, and Diversity	10	7	1,162,371		6,072,911		775,887	\$ 8,011,169	18	18.00	N	Y	S, FM	ORS Chapters 326-346, ESSA, IDEA, Student Success Act	Reporting			
23	13	ODE	GIA	African American Education Plan	4,5,6,7	7	6,495,804		7,947,660			\$ 14,443,464	0	0.00	N	N	S	ORS 329.841				
24	3	ODE	OPS	Office of Indian Education	10	7	721,047		641,942		15,845	\$ 1,378,834	4	4.00	N	Y	S, FM	ORS Chapters 326-346, ESSA, IDEA, Student Success Act	Reporting			
25	14	ODE	GIA	Tribal Attendance Program	4,5,6,7	7	1,678,775					\$ 1,678,775	0	0.00	N	N	S	ORS 342.950				
26	15	ODE	GIA	American Indian/Alaskan Native Student Success Plan	4,5,6,7	7			6,654,340			\$ 6,654,340	0	0.00	Y	N	S	ORS 327.254 (e)				
27	16	ODE	GIA	Latinx Student Success Plan	4,5,6,7	7			2,086,000			\$ 2,086,000	0	0.00	Y	N	S	ORS 327.254 (e)				
28	17	ODE	GIA	English Language Learners	4,5,6,7	7			10,000,000			\$ 10,000,000	0	0.00	N	N	S	ORS 327.344				

Oregon Department of Education																			Agency Number: 58100			
2021-23 Biennium																						
Agency-Wide Priorities for 2021-23 Biennium																						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
Priority (ranked with highest priority first)	Agency Initials	Program or Activity Initials	Program Unit/Activity Description	Identify Key Performance Measure(s)	Primary Purpose Program- Activity Code	GF	LF	OF	NL-OF	FF	NL-FF	TOTAL FUNDS	Pos.	FTE	New or Enhanced Program (Y/N)	Included as Reduction Option (Y/N)	Legal Req. Code (C, D, FM, FO, S)	Legal Citation	Explain What is Mandatory (for C, FM, and FO Only)			
Agcy	Prgm/ Div																					
29	4	ODE	OPS	Early Learning Division	10	7	14,121,744		9,838,506		36,547,391	\$ 60,507,641	184	181.00	N	Y	S, FM	ORS 326.430, ORS 417.705- 417.798, CCDF, Student Success Act	Reporting			
30	1	ODE	ELD	Office of Child Care	1,2,3,4	7	1,910,486		2,224,179		173,986,008	\$ 178,120,673	0	0.00	N		FM	CFDA 93.596	Federal Child Care Development Funds (CCDF) include Mandatory Funding;			
31	2	ODE	ELD	Relief Nurseries	1,2,3,4	7	9,811,597		7,929,246			\$ 17,740,843	0	0.00	Y		S	ORS 417.788; ORS 327.274 (b)				
32	3	ODE	ELD	Early Childhood Equity Fund	1,2,3,4	7						\$ 20,860,000	0	0.00	Y		S	ORS 327.274(c)				
33	4	ODE	ELD	Preschool Promise	1,2,3,4	7	38,682,195		64,239,184			\$ 102,921,379	0	0.00	Y		S	ORS 329.172; ORS 327.274(d)				
34	5	ODE	ELD	Professional & Workforce Development for Early Learning Workers	1,2,3,4	7						\$ 26,075,000	0	0.00	Y		S	ORS 327.274 (e)				
35	6	ODE	ELD	Healthy Families of Oregon	1,2,3,4	7	26,840,920		9,214,779			\$ 36,055,699	0	0.00	Y		S	ORS 417.795				
36	7	ODE	ELD	Parenting Education	1,2,3,4	7						\$ 2,086,000	0	0.00	Y		S	HB 5047				
37	8	ODE	ELD	Early Learning Hubs	1,2,3,4	7	15,688,458		3,025,988			\$ 18,714,446	0	0.00	N		S	ORS 417.827; 2013 OL Ch 728 Sec 16				
38	9	ODE	ELD	Kindergarten Partnership and Innovation Fund	1,2,3,4	7	9,085,008					\$ 9,085,008	0	0.00	N		S	2013 OL Ch 728 Sec 26				
39	10	ODE	ELD	Oregon Pre-K/Early Head Start	1,2,3,4	7	164,922,666		139,225,732			\$ 304,148,398	0	0.00	Y		FM	CFDA 93.600; ORS 327.274(d)(f)	Office of Head Start			
40	11	ODE	ELD	Preschool Capacity & Infrastructure	1,2,3,4	7						\$ 9,918,057	0	0.00	Y		S	HB 5047				
41	12	ODE	ELD	Prechool Development Grant	1,2,3,4	7						\$ 3,233,300	0	0.00	Y		FO	CDA 93.434	US Department of Health and Human Services			
42	5	ODE	OPS	Youth Development Division	10	7	3,238,141		1,016,309		679,574	\$ 4,934,024	13	13.00	N	Y	S, FM	ORS 417.852, JJDP Act	Reporting			
43	1	ODE	YDD	Youth Reengagement Program	5,6,7	7						\$ 8,344,000	0	0.00	N	N	S	ORS 327.254 (c)				
44	2	ODE	YDD	Gang Prevention & Intervention Grants	5,6,7	7	811,976					\$ 811,976	0	0.00	N	Y	S	SB5518 (2013)				
45	3	ODE	YDD	Youth and Community Grants	5,6,7	7	3,985,987		6,071,747			\$ 10,057,734	0	0.00	N	N	S	SB5518 (2013)				
46	4	ODE	YDD	Youth and Innovation Grants	5,6,7	7	3,433,234					\$ 3,433,234	0	0.00	N	N	S	SB5518 (2013)				
47	5	ODE	YDD	Juvenile Crime Prevention	5,6,7	7	6,368,329				473,001	\$ 6,841,330	0	0.00	N	Y	FM	42 U.S.C. 5601 and ORS 417.855	Reporting			
48	6	ODE	YDD	Community Schools	5,6,7	7	107,642					\$ 107,642	0	0.00	N	Y	S	SB5518 (2013)				
49	7	ODE	YDD	Other Small Grants	5,6,7	7						\$ 259,370	0	0.00	N	Y	S	SB5518 (2013)				
50	6	ODE	OPS	Office of Child Nutrition, Reseach, Accountability, Fingerprinting, and Transportation	10	7	6,046,621		2,518,465	4,074,452	9,905,377	\$ 22,544,915	59	57.50	N	Y	S, FM	ORS Chapters 326- 346, ESSA, IDEA, Student Success Act	Reporting			
51	18	ODE	GIA	Nutritional Programs	4,5,6,7	7	1,573,697		2,972,941		435,672,830	\$ 440,219,468	0	0.00	N	Y	FM	USDA	Eligibility & Reporting			
52	19	ODE	GIA	Hunger Free Oregon Account	4,5,6,7	7						\$ 84,340,556	0	0.00	Y	N	S	ORS 327.254 (b); ORS 327.548, and SB 5015 (2019)				
53	20	ODE	GIA	Summer School Grants for Title I	4,5,6,7	7						\$ 6,258,000	0	0.00	Y	N	S	ORS 327.254 (f)				
54	21	ODE	GIA	Statewide School Safety and Prevention System	4,5,6,7	7						\$ 3,598,598	0	0.00	Y	N	S	ORS 327.254 (d)				
55	7	ODE	OPS	Office of Education Innovation and Improvement	10	7	2,671,273		23,937,341		1,625,108	\$ 28,233,722	48	48.00	Y	Y	S, FM	ORS Chapters 326- 346, ESSA, IDEA, Student Success Act	Reporting			
56	22	ODE	GIA	Student Investment Grants	4,5,6,7	7						\$ 986,135,640	0	0.00	Y	Y	S	ORS 327.180				
57	23	ODE	GIA	Student Success Teams Grants	4,5,6,7	7						\$ 25,032,000	0	0.00	Y	N	S	ORS 327.254 (k) (B); ORS 327.222				
58	24	ODE	GIA	ESD Technical Assistance Grants	4,5,6,7	7						\$ 41,083,200	0	0.00	Y		S	ORS 327.254 (L)				
59	25	ODE	GIA	STEM and CTE Related Programs	6,7	7	29,394,482				34,765,890	\$ 64,160,372	0	0.00	N	Y	S, FM	Ch. 344, & Ch 327	Eligibility & Reporting			

Oregon Department of Education																			Agency Number: 58100	
2021-23 Biennium																				
Agency-Wide Priorities for 2021-23 Biennium																				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Priority (ranked with highest priority first)	Agency Initials	Program or Activity Initials	Program Unit/Activity Description	Identify Key Performance Measure(s)	Primary Purpose Program- Activity Code	GF	LF	OF	NL-OF	FF	NL-FF	TOTAL FUNDS	Pos.	FTE	New or Enhanced Program (Y/N)	Included as Reduction Option (Y/N)	Legal Req. Code (C, D, FM, FO, S)	Legal Citation	Explain What is Mandatory (for C, FM, and FO Only)	
Agcy	Prgm/ Div																			
60	8	ODE	OPS	Office of Teaching, Learning, and Assessment	10	7	24,702,836		4,252,669		14,415,811		\$ 43,371,316	58	57.50	N	Y	S, FM	ORS Chapters 326-346, ESSA, IDEA, Student Success Act	Reporting
61	9	ODE	OPS	Office of Director	10	7	10,091,211		4,672,583		634,930		\$ 15,398,724	40	40.00	N	Y	S, FM	ORS Chapters 326-346, ESSA, IDEA, Student Success Act	Reporting
62	10	ODE	OPS	Office of Finance and Information Technology	10	7	20,555,211		22,513,316		5,769,514		\$ 48,838,041	108	107.00	N	Y	S, FM	ORS Chapters 326-346, ESSA, IDEA, Student Success Act	Reporting
63	13	ODE	OPS	General Facility/Operating Expense (Includes Rent)	10	7	3,091,260		1,652,968		1,127,948		\$ 5,872,176	0	0.00					
64	26	ODE	GIA	Phys Ed Grants	4,5,6,7	7	1,473,787		3,017,322				\$ 4,491,109	0	0.00	N	Y	S	OL 2007 Sec 10 Ch 839	
65	27	ODE	GIA	High School Success Grants (Measure 98)	4,5,6,7	7	174,618,340		307,323,223				\$ 481,941,563	0	0.00	N	Y	S	ORS 327.856; ORS 327.254 (a)	
66	28	ODE	GIA	Chronic Absenteeism Grants	4,5,6,7	7	6,752,151						\$ 6,752,151	0	0.00	N	Y	S	SB 5516 (2017)	
67	11	ODE	OPS	Educator Advancement Council	10	7			2,161,029				\$ 2,161,029	4	4.00	Y	Y	S	ORS 342.940, ESSA, IDEA, Student Success Act	Reporting
68	1	ODE	EAC	Educator Advancement Council Grants - Formula	4,5,6,7	7			30,732,647				\$ 30,732,647	0	0.00	Y	Y	S	ORS 342.940, ESSA, IDEA, Student Success Act	
69	2	ODE	EAC	Educator Advancement Council Grants - Capacity	4,5,6,7	7			4,302,375				\$ 4,302,375	0	0.00	Y	Y	S	ORS 342.940, ESSA, IDEA, Student Success Act	
70	3	ODE	EAC	Educator Advancement Council Grants - Tech Asst.	4,5,6,7	7			1,251,600				\$ 1,251,600	0	0.00	Y	Y	S	ORS 342.940, ESSA, IDEA, Student Success Act	
71	4	ODE	EAC	Educator Advancement Council Grants - HECC IAA	4,5,6,7	7			1,043,000				\$ 1,043,000	0	0.00	Y	Y	S	ORS 342.940, ESSA, IDEA, Student Success Act	
72	29	ODE	GIA	Educator Professional Development	4,5,6,7	7			31,290,000				\$ 31,290,000	0	0.00	Y	N	S	ORS 327.254 (h)	
73	30	ODE	GIA	Title II - Teacher and Principal Grants	4,5,6,7	7					39,286,383		\$ 39,286,383	0	0.00	N	N	FM	ORS 326.051, 326.111; ESSA	Eligibility & Reporting
74	31	ODE	GIA	Regional Promise Grants	4,5,6,7	7	3,368,074						\$ 3,368,074	0	0.00	N	Y	S	ORS 327.820	
75	32	ODE	GIA	Vision Screening Reimbursement	4,5,6,7	7	2,086,000		1,938,517				\$ 4,024,517	0	0.00	N	Y	S	SB 187 (2017)	
76	33	ODE	GIA	Foster Care Transportation Grants	4,5,6,7	7			2,086,000				\$ 2,086,000	0	0.00	N	Y	S	SB 5516 (2017)	
77	34	ODE	GIA	Title IV - Community Learning Center Grants	4,5,6,7	7					19,595,675		\$ 19,595,675	0	0.00	N	N	FM	ORS 326.051, 326.111; ESSA	Eligibility & Reporting
78	35	ODE	GIA	Title IVA - Student Enrichment	4,5,6,7	7					20,860,000		\$ 20,860,000	0	0.00	N	N	S, FM	Various budget bills	Eligibility & Reporting
79	36	ODE	GIA	Healthy and Safe Schools Plan Grants	4,5,6,7	7			2,086,000				\$ 2,086,000	0	0.00	N	N	S	SB 5516 (2017)	
80	12	ODE	OPS	Office of School Facilities Technical Assistance Grants	10	7			5,075,260				\$ 5,075,260	0	0.00	N	Y	S	ORS Chapters 326-346, ESSA, IDEA, Student Success Act	Reporting
81	1	ODE	CBF	Oregon School for the Deaf Capital Improvement Projects	None	7							\$ -	0	0.00	Y	Y	S	OL 2017 Ch 570 Sec 1 (6b)	

Oregon Department of Education																				
2021-23 Biennium																			Agency Number: 58100	
Agency-Wide Priorities for 2021-23 Biennium																				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Priority (ranked with highest priority first)	Agency Initials	Program or Activity Initials	Program Unit/Activity Description	Identify Key Performance Measure(s)	Primary Purpose Program- Activity Code	GF	LF	OF	NL-OF	FF	NL-FF	TOTAL FUNDS	Pos.	FTE	New or Enhanced Program (Y/N)	Included as Reduction Option (Y/N)	Legal Req. Code (C, D, FM, FO, S)	Legal Citation	Explain What is Mandatory (for C, FM, and FO Only)	
Agcy	Prgm/ Div																			
82	2	ODE	CBF	Oregon School Capital Improvement Matching Program	None	7						\$ -	0	0.00	N	Y	S	OL 2015 Ch 783 Sec 2,4,5 OL 2017 Ch 570 Sec 1 (5)		
83	37	ODE	GIA	Charter School Grants	4,5,6,7	7				7,583,781		\$ 7,583,781	0	0.00	N	Y	FO	2016 OL Chapter 82 Section 2	Eligibility & Reporting	
84	38	ODE	GIA	Early Warning Systems/Technical Assistance	4,5,6,7	7				5,736,500		\$ 5,736,500	0	0.00	Y	Y	S	ORS 327.254 (g)		
85	39	ODE	GIA	Farm to School Program	4,5,6,7	7	15,292,697					\$ 15,292,697	0	0.00	N	Y	S	ORS 336.431		
86	40	ODE	GIA	Accelerated Learning Grants	6,7	7	3,143,536			283,547		\$ 3,427,083	0	0.00	N	Y	S	SB 5518 (2013) & 2011 OL Ch 639 Sec 1-10		
87	41	ODE	GIA	Other Small Federal Grants	4,5,6,7	7				13,298,382		\$ 28,620,101	0	0.00	N	Y	S	HB 5015 (2019)		
88	42	ODE	GIA	Reach Out to Read Program	4	7	78,225					\$ 78,225	0	0.00	N	Y	S	SB 5518 (2013)		
89	43	ODE	GIA	Start Making a Reader Today (SMART)	4	7	283,311					\$ 283,311	0	0.00	N	Y	S	SB 5518 (2013)		
N/A	N/A	ODE	DS	Debt Service on Lottery-backed Bonds - NOT SUBJECT TO RANKING	N/A	7	51,393,100					\$ 51,393,100	0	0.00	N	N	D			
N/A	N/A	ODE	OPS	State Government Service Charges	10	7	15,615,071			2,054,485		\$ 17,669,556	0	0.00	N	Y	S, FM	ORS Chapters 326- 346, ESSA, IDEA, Student Success Act	Reporting	
						8,850,090,786	370,466,870	2,849,959,777	137,133,538	1,154,261,199	435,672,830	\$ 13,797,585,000	676	663.43						

UPDATED OTHER FUNDS ENDING BALANCES FOR THE 2019-21 & 2021-23 BIENNIA

Agency: Oregon Department of Education

(a) Other Fund Type	(b) Program Area (SCR)	(c) Treasury Fund #/Name	(d) Category/Description	(e) Constitutional and/or Statutory reference	(f) 2019-21 Ending Balance		(g) 2021-23 Ending Balance		(i) Comments
					In LAB	Revised	In CSL	Revised	
Limited	58100-100-00-00000 - Department Operations	1660 - XI-P 2016I GO Bond-Sch Cap Imp Match FND (Fund 1101)	Grants	SB 447 (2015) Sec 4-2016I XI-P GO Bond	0	0	0		New program added to the agency in the 2015-17 biennium. This balance represents General Obligation Bond revenues that are granted to SDs and ESDs over 3-year grant period (reimbursement basis), and includes remainder of 2015-17 and 2017-19 cash balances that have been committed over 3 year periods.
Limited	58100-100-00-00000 - Department Operations	1705 - XI-P 2017G GO Bond-Sch Cap Imp Match FND (Fund 1104)	Grants	SB 447 (2015) Sec 4-2016I XI-P GO Bond	0	2,185	0		AY2017 GO bonds. This balance represents General Obligation Bond revenues that are granted to SDs and ESDs over 3-year grant period (reimbursement basis), and includes remainder of 2015-17, 2017-19 and 2019-21 cash balances that have been committed over 3 year periods.
Limited	58100-100-00-00000 - Department Operations	1819 - XI-P 2017G GO Bond-Sch Cap Imp Match FND (Fund 1105)	Grants	SB 447 (2015) Sec 4-2016I XI-P GO Bond	0	10,289	0		AY2017 GO bonds. This balance represents General Obligation Bond revenues that are granted to SDs and ESDs over 3-year grant period (reimbursement basis), and includes remainder of 2015-17, 2017-19 and 2019-21 cash balances that have been committed over 3 year periods.
Limited	58100-100-00-00000 - Department Operations	1819 - XI-P 2019D GO Bond-Sch Cap Imp Match FND (Fund 1106)	Grants	SB 447 (2015) Sec 4-2016I XI-P GO Bond	40,000,000	35,000,000	0		AY2019 GO bonds. This balance represents General Obligation Bond revenues that are granted to SDs and ESDs over 3-year grant period (reimbursement basis), and includes remainder of 2017-19 and 2019-21 cash balances that have been committed over 3 year periods.
Limited	58100-100-00-00000 - Department Operations	1819 - XI-P 2021 GO Bond-Sch Cap Imp Match FND (Fund 11xx)	Grants	SB 447 (2015) Sec 4-2016I XI-P GO Bond	125,000,000	125,000,000	50,000,000		AY2021 GO bonds. This balance represents General Obligation Bond revenues that are granted to SDs and ESDs over 3-year grant period (reimbursement basis), and includes remainder of 2019-21 cash balances that have been committed over 3 year periods, generally beginning in AY2023.
Limited	58100-100-00-00000 - Department Operations	1960 - HB3427, Sec.24 - Statewide Education Initiatives Account (Fund 1332)	Statewide Education Initiatives Account (Fund 1332)	2019 Chapter 122, Sec.24 - Statewide Education Initiatives Account	0	0	0		Fund pays for administration and grant funding. See below for estimated ending balance, if any.
Limited	58100-100-00-00000 - Department Operations	1960 - HB3427, Sec.51 - Early Learning Account	Early Learning Account - (Fund 1333)	2019 Chapter 122, Sec.51 - Early Learning Account	0	0	0		Fund pays for administration and grant funding. See below for estimated ending balance, if any.
Limited	58100-100-00-00000 - Department Operations	0401 - Education Cash Account	1270 - Operations Indirect Revenues		5,555,266	5,615,593	3,615,593		Indirect Federal Funds expended as Other Funds. The indirect rate is recalculated each 1-2 years and negotiated with USDOE. Additional costs anticipated in the 2019-21 budget will increase ongoing costs of about \$2m per biennium. Higher than anticipated revenues provided \$2.4m in GF backfill during the August 2020 Special Session.
Nonlimited	58100-100-00-00000 - Department Operations	0547 - Education Training Revolving Fund (Fund 3000)	Operations	ORS 326.340	4,542	11,128	11,128		ORS Title "Advanced Tech Ed & Training Fund" - diff than Treasury Fund title. The estimates are based on revenue and expenditure patterns.

(a) Other Fund Type	(b) Program Area (SCR)	(c) Treasury Fund #/Name	(d) Category/Description	(e) Constitutional and/or Statutory reference	(f) 2019-21 Ending Balance		(h) 2021-23 Ending Balance		(i) Comments
					In LAB	Revised	In CSL	Revised	
Nonlimited	58100-100-00-00000 - Department Operations	0577 - School Lunch Revolving Fund (Fund 0500)	Operations (Commodities)	ORS 327.525/327.520	435,515	719,107	719,107		Reimbursed cost of storage and distribution of government supplied bulk dairy products. May not exceed 3x the highest month's expenditure in the past 12 months, dedicated to the federal Nutrition Commodities program.
Limited	58100-100-00-00000 - Department Operations	1184 - Oregon Digital Learning Account	Operations	ORS 329.842	389,364	1,431,606	500,000		Funding received through SSF transfer to support the Oregon Digital Learning program (formerly Oregon Virtual School District). Because of COVID and emergency federal revenues received to support distance learning, funds have not been expended at the anticipated rate for 2019-21 and will carry into 2021-23 for potential expansion of emergency efforts.
Limited	58100-100-00-00000 - Department Operations	1363 - Speech-Language Pathologist Trng Fund (1905)	Operations	ORS 327.008 (16), 348.406	323,265	305,102	305,102		Funds available for grants and Stipends. Recent history shows expended between \$70-\$100,000 per biennium.
Limited	58100-100-00-00000 - Department Operations	1486 - Educators Advancement Fund (1320)	Operations	HB 3233 (2013) ORS 342.953	307,358	422,811	422,811		Balance represents about 5 months of operating expenditures 1 month expenditures = \$86,000
Limited	58100-100-00-00000 - Department Operations	1542 - English Language Learners (1011)	Operations	ORS 327.016, 336.079	3,147,783	1,495,965	1,495,965		Program supports administration of English Language Learners grant program, and includes funding for technical assistance to support the field. Balance represents about 20 months of average operational expenses.
Limited	58100-100-00-00000 - Department Operations	1548 -OR School Capital Improvement Matching Acct (1014)	Operations	SB 447 (2015) Sec 4	1,458,218	603,124	603,124		Implementation of TAP contracts delayed due to rule writing process and other start up activities. Balance represents about 2 months of operating expenditures. Estimated ending balance assumes commitments issued in 2019-21 that will not be fully expended until 2021-23. Awardees have approx. 30 months to draw down funds.
Limited	58100-100-00-00000 - Department Operations	0401 - Education Cash Account	Operations/Grants	ORS 326.115/327.485/345.080/337.065/326.607(2)/326.603/338.155, Various Federal Statutes	1,508,455	1,629,593	1,629,593		Directed funds for: Textbook Review, LEDS, Fingerprinting fees; and state operated Charter School revenues. Expenditures in these programs fluctuate based on needs through the biennium.
Limited	58100-100-00-00000 - Department Operations	1018 - Child Care Fund	Operations/Grants	ORS 657A.310	2,217,113	2,208,326	2,208,326		Funds deposited are from Child Care Tax Credits, Interest, background checks and lockbox payments. Uses include OF subsidy payments; staff salaries/costs for Child Care;
Limited	58100-100-00-00000 - Department Operations	1474 Youth Development Division Fund	Operations/Grants	ORS 417.854 (2015)	0	0	0		Transfers from DHS for IV-B2 funding; fully distributed
Limited	58100-200-00-00000 - Special Schools	0401 - Education Cash Account	Operations/Grants	ORS 326.115/327.485/343.243-343.247/HB 5054 (2011)	1,763,619	1,199,786	1,199,786		The estimates are based on revenue/expenditure patterns and includes remainder of proceeds from the sale of OSD property, which are limited to deferred maintenance costs. The school may see a decline in rental income in the upcoming year, depending on potential impacts of COVID on private school enrollment; funding support about 6 months of operational costs.

(a) Other Fund Type	(b) Program Area (SCR)	(c) Treasury Fund #/Name	(d) Category/Description	(e) Constitutional and/or Statutory reference	(f) 2019-21 Ending Balance		(g) 2021-23 Ending Balance		(i) Comments
					In LAB	Revised	In CSL	Revised	
Limited	58100-200-00-00000 - Special Schools	OSD Q-Bonds for Deferred Maintenance Projects	OSD Deferred Maint Bond Proceeds	2017 Chapter 590, Section 3.1	1,168,668	0	0	0	Outstanding funds for completion of OSD Deferred Maintenance projects financed through Title XI Q-Bonds. Funds must be fully expended by 6/30/2021.
Nonbudgeted- NL	58100-200-00-00000 - Special Schools	0401 - Education Cash Account	Trust Fund	ORS 326.115/327.485	0	0	0	0	Student transportation costs
Nonbudgeted- NL	58100-200-00-00000 - Special Schools	0675 - OSD Trust	Trust Fund	ORS 346.055	0	0	0	0	Balance comprised of donated funds to be used for individual OSD students or for specific student programs.
Limited	58100-300-00-00000 - Youth Corrections Educational Program (YCEP)	0401 - Education Cash Account	1280 - 1290 - Operations/Grants	ORS 326.115/327.026/327.485	3,375,787	6,448,757	6,448,757	0	Balance needed to offset fluctuations in ADMw. YCEP enrollment at OYA facilities continues to decline, which directly affects the revenue provided by the SSF. Distributions are based on ADMw. It is becoming difficult for contractors to provide the minimum level of staffing with the amount of funding to be allocated. The ending balance will help support ongoing costs, should revenues continue to decline. Because of the impact of the 2020 pandemic, youth were not detained unless absolutely required to avoid potential hot spots.
Limited	58100-300-00-00000 - Youth Detention Education Program (JDEP)	0401 - Education Cash Account	1280 - 1290 - Operations/Grants	ORS 326.115/327.026/327.485	0	0	0	0	JDEP enrollment at county lockup facilities continues to decline, which directly affects the revenue provided by the SSF for this program. Distributions are based on ADMw. Because this program supports short-term incarceration while awaiting trial or final disposition, this population churns in and out of custody. The funding provided has barely supported the ability to hire staff for education of this small population. Going forward, it is anticipated that the declining population will not generate enough revenue to support the program.
Limited	58100-300-00-00000 - Grant in Aid	0401 - Education Cash Account	0902 - LTCT/Hospitals Operations/Grants	ORS 326.115/327.485 327.008(13)/348.406	2,663,270	686,436	686,436	0	The majority of the carryover balance is for the Hospital and Long Term Care and Treatment programs funded by the State School Fund. The GRB assumes \$3m in OF backfill to GF using the ending balance in 2019-21.
Limited	58100-300-00-00000 - Grant in Aid	0401 - Education Cash Account	Wildfire Response Funding	Oct2020 Emergency Board Allocation	0	3,500,000	0	0	GF was provided to the ODE to provide support to schools who were affected by the 2020 Wildfires. Funds needed will be transferred to the Education Cash Account for reimbursement to schools. Funding claims may take up to 24 months, as the first point of payment will be FEMA and insurance proceeds. Only those funds identified for reimbursement will be transferred to the Education Cash Account. Any non-committed funding will revert to the General Fund at the end of the 2019-21 biennium.

(a) Other Fund Type	(b) Program Area (SCR)	(c) Treasury Fund #/Name	(d) Category/Description	(e) Constitutional and/or Statutory reference	(f) 2019-21 Ending Balance		(h) 2021-23 Ending Balance		(i) Comments
					In LAB	Revised	In CSL	Revised	
Limited	58100-300-00-00000 - Grant in Aid	1321 - Blind and Visually Impaired Student Fund	1015 - Operations/Grants	ORS 346.315	698,295	522,497	522,497		Administration of these funds are through a contractual arrangement with an ESD. It is difficult to project how much they will spend on this program, because funding is specifically for students who were at OSB when the school closed. Projection is based on best estimate by program fiscal staff. Funding is needed until all students who were at OSB have completed their schooling. Balance represents about 6 months of operating expenditures based on 2019-21 expenditure average. Funding is expended on all blind students who need assistance, not just former OSB students, and includes a \$0.5m fund sweep from the Aug 2020 Special Session.
Limited	58100-300-00-00000 - Grant in Aid	1022 - High School Success	Grants	Measure 98 (2016)	72,520	1,344,778	1,344,778		Fund balance for 2019-21 includes influx of SSA funding in the High School Success program. The fund is made up of approx. 56% GF transferred to the fund and about 44% SSA/SEIA transferred to the fund. It is expected at this point that all funds will be expended based on amounts awarded.
Limited	58100-125-00-00000 - Grant in Aid	1486 - Educator Advancement Fund (1320)	Grants	HB 3233 (2013) ORS 342.953	5,134,805	24,207,917	11,285,106		The balance remaining in this account can easily be distributed through the EAC funding formula if limitation is provided, once the formula has been finalized. POP 301 approved in the GRB provides additional limitation of \$14 million to use the majority of these funds for Profession Development initiatives, including \$2.5 million for an Anti-Racism initiative.
Limited	58100-300-00-00000 - Grant in Aid	1542 - English Language Learners (1011)	Operations and Grants	HB 3499 (2015) Section 9	5,492,528	1,580,378	1,580,378		Represents one-year delay in implementation due to rulemaking and other program start up activities; Balance represents final year of Cohort 1 awards, committed in 2019-21. Cohort 2 will begin on 7/1/2021 due to pandemic and the ability to provide services in a COVID environment. One-time sustainability grants were issued instead.
Limited	58100-400-00-00000 - School Funding	0401 - Education Cash Account	Operations	ORS 326.115/327.485 321.751/321.754	0	0	0		Funds transferred from the Department of Revenue are fully allocated to districts.
Nonbudgeted- NL	58100-400-00-00000 - School Funding	0977 - Small School District Supplement Fund	Operations	ORS 327.360/327.008(9)	0	0	0		Small school districts that qualify receive supplemental funding.
Nonbudgeted- NL	58100-400-00-00000 - School Funding	0983 - School Improvement Fund	Operations	ORS 327.294/327.297	0	0	0		Balance represents accumulation of small amounts of interest not expended over multiple biennia.
Nonlimited	58100-450-00-00000 - Common School Fund	0401 - Education Cash Account	Operations	ORS 326.115/327.410/ 327.485	0	0	0		Funds transferred from the Department of State Lands are fully allocated to districts.
Limited	58100-500-00-00000 - ELD GIA	1477 - Early Learning Division Fund	Grants	HB 3234 (2013) SECT 1, 7	907,433	488,418	488,418		Grant funds received from DHS/OHA for Title IV-B2, SSBG and Medicaid to provide support to agency programs.

(a) Other Fund Type	(b) Program Area (SCR)	(c) Treasury Fund #/Name	(d) Category/Description	(e) Constitutional and/or Statutory reference	(f) 2019-21 Ending Balance		(g) 2021-23 Ending Balance		(i) Comments
					In LAB	Revised	In CSL	Revised	
Limited	58100-500-00-00000 - ELD GIA	1478 - Child Care Fund	Grants	HB 3234 (2013) SECT 37, 51, 55	2,217,113	1,009,494	809,494		Grant funds received for various small OF grants (Pritzker, Ounce of Prevention, etc.) to supplement OCC activities. Also receipt of Fines and Forfeitures are received for support to Relief Nurseries program.
Limited	58100-550-00-00000 YDD GIA	1474 - Yourth Development Division Fund	Grants	HB 3231 (2013) SECT 6	0	0	0		Transfers from DHS for IV-B2 funding; fully distributed
Debt Service Limited	58100-850-00-00000 - Debt Related Costs	9999	Debt Service	ORS 286A	0	0	0		DAS calculations
Limited	58100-300-00-00000 GIA	1960 - HB3427, Sec.8- Student Investment Account (Fund 1331)	SIA Formula Funds	2019 Chapter 122, Sec.8- Student Investment Account	0	0	0		New 2019 program using corporate activities tax passed in HB 3427 to pay for programs also passed in HB3427 (Chapter 122, Oregon Laws 2019). Funding allocated in full, and will not be able to determine unspent funds until end of biennium. Any funds remaining would be allocated in next biennium distribution.
Limited	58100-300-00-00000 GIA	1960 - HB3427, Sec.24 - Statewide Education Initiatives Account (Fund 1332)	Statewide Education Initiatives Account (Fund 1332)	2019 Chapter 122, Sec.24 - Statewide Education Initiatives Account	0	0	0		New 2019 program using corporate activities tax passed in HB 3427 to pay for programs also passed in HB3427 (Chapter 122, Oregon Laws 2019). Funding allocated in full, and will not be able to determine unspent funds until end of biennium. Any funds remaining would be allocated in next biennium distribution.
Limited	58100-500-00-00000 GIA	1960 - HB3427, Sec. 51 - Early Learning Account	Early Learning Account - (Fund 1333)	2019 Chapter 122, Sec. 51 - Early Learning Account	0	0	0		New 2019 program using corporate activities tax passed in HB 3427 to pay for programs also passed in HB3427 (Chapter 122, Oregon Laws 2019). Funding allocated in full, and will not be able to determine unspent funds until end of biennium. Any funds remaining would be allocated in next biennium distribution.
Limited	58100-500-00-00000 GIA	1962 - HB3427, Sec.53 - Early Learning Account	Early Childhood Equity Fund (Fund 1335)	2019 Chapter 122, Sec.53 - Early Learning Account	0	0	0		New 2019 program using corporate activities tax passed in HB 3427 to pay for programs also passed in HB3427 (Chapter 122, Oregon Laws 2019).
					203,840,916	215,443,290	85,876,399	0	