Director's Office

Dr. Charlene Williams

Director Oregon Department of Education

Director's Office Overview

The Director's Office provides statewide leadership and partnership.

- Provides leadership, support, and guidance to 197 school districts, 131 public charter schools, and 19 education service districts to improve student outcomes and academic progress.
- Develops and recommends education policy to the State Board of Education, based on effective practices.
- Coordinates with the Governor and other state education agencies, education advocacy groups, tribes and community groups.
- Communicates with school districts and the community.
- Participates in Government-to-Government education cluster with nine federally recognized tribes.
- Leverages partnership with the Oregon Health Authority for alignment with a strong emphasis on mental health, substance abuse, and communicable disease prevention, management, recovery.

Dr. Charlene Williams
Director of the Oregon
Department of Education

Director's Office Organizational Chart

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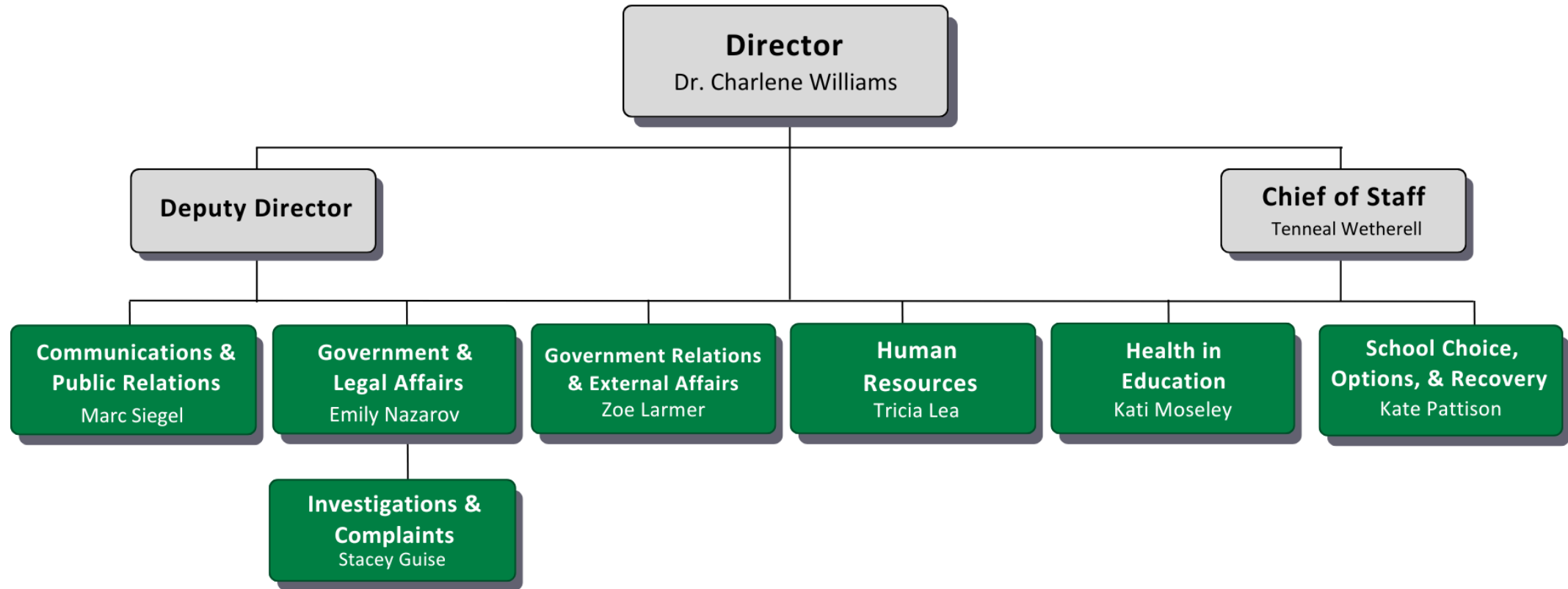
Agency Support and Program Areas

The Director's Office:

- Coordinates agency equity strategic plan.
- Coordinates agency wide initiatives such as grant consolidation and Student Succes Act
- Coordinates agency's legislative efforts, administrative rules process, public record process and policy coordination.
- Leads Teacher of the Year and Administrative Support Professional of the Year programs.
- Provides internal audit services to agency and coordinates audit response.
- Provides human resources support to agency including recruiting, hiring, onboarding, training, payroll and benefits.

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Agency Support & Program Areas

The Director's Office:

- Mitigates legal risk for the agency and coordinates legal services.
- Provides school districts with leadership, consultation and technical assistance on civil rights laws.
- Leads the monitoring and support of charter schools with direct oversight of four state sponsored charter schools.
- Address virtual charter school admissions appeals.
- Provides legal and administrative support to the Fair Dismissal Appeals Board.
- Administers processes for investigations of complaints of sexual conduct and appeals involving discrimination, restraint and seclusion, retaliation and standards for public schools.

Civil Rights

- **Technical Assistance:** The Civil Rights Unit provides training and technical assistance on state and federal laws prohibiting discrimination in K-12 public education.

- **Civil Rights Coordinator Program:** As of January 1, 2024, ORS 332.505 requires school districts and public charter schools to designate one or more Civil Rights Coordinators to oversee the implementation of state and federal civil rights law. The Civil Rights Unit provides training and technical assistance for Civil Rights Coordinators.

- **Support for Community:** The Civil Rights Unit also assists members of the school community, including students and families of students, who may have experienced discrimination in understanding, accessing, and navigating local, state, and federal dispute resolution processes to ensure that instances of discrimination are addressed appropriately and efficiently.

Complaint and Appeals Resolution

- **Complaint Resolution:** The Complaints and Appeals Resolution Unit administers the agency's formal complaint resolution processes for discrimination, restraint and seclusion, retaliation, religious entanglement, determinations of nonstandard status under ORS 343.328 (Abbreviated School Day Programs), and Division 22 standards.

- **Investigations:** The unit conducts in-house investigations and maintains a pool of contract investigators to assist with investigations related to formal complaint resolution processes.

- **Technical Assistance:** The unit also provides technical assistance related to the agency's formal complaint resolution processes.

Reports & Investigations of Sexual Conduct

The Oregon Department of Education, Teacher Standards and Practices Commission (TSPC), and Oregon Department of Human Services Office of Training, Investigations and Safety (OTIS) partner on ensuring student safety from sexual conduct and abuse.

- **Sexual Conduct Investigations:** ODE Conducts investigations into reports of suspected sexual conduct involving a student and an individual who is a school employee, contractor, agent, or volunteer who is not licensed with TSPC.

- **Employment Verification:** ODE provides verification information to education providers when they are hiring an individual as a school employee or bringing on a contractor, agent, or volunteer to provide services in schools.

Oregon Department of Education

230

Health in Education:
Belonging, Wellness and Wellbeing

- Oregon Department of Education helps ensure healthy schools, students and staff through the promotion, fostering, teaching, and modeling of health by education systems through policy and practices.

- The goal is to ensure that every student in Oregon can learn to the full extent of their ability every day.

Belonging, Wellness and Wellbeing Strategies

1: Education System Employee Wellness: Sustain and expand ongoing alignment work with Education Service Districts, the Educator Advancement Council, the Teacher Standards and Practices Commission and the Oregon Educator Benefits Board to address workforce retention and improve education system staff social and emotional health and wellbeing.

2: Cross-Agency Alignment and Strategy: Sustain, deepen, operationalize and measure health and behavioral health system alignments with OHA, develop alignments with ODHS and continue to align within ODE to ensure that students and staff have easy access to the social and emotional health supports they need to thrive.

3: Wrap Around Services for Students: Continue to capture, document and promote operational models for wrap-around service provision to meet mental health/social and emotional health needs for students and families.

4: Foundational School Health Services: Strengthen the implementation of Foundational School Health Services (services that are already required by law) across schools and districts by updating and clarifying expectations, creating and delivering professional development, developing and promoting planning and quality improvement tools, and engaging in ongoing solution development for "small and tiny" schools.

Heath in Education: Belonging, Wellness and Wellbeing Resources

Information on Health Services in Schools

Adolescent School Health

Communicable Disease Planning

Comprehensive School Counseling

OHA Resources for Schools

School Health Services

School Medicaid Advisory Committee

School Medicaid Billing

School Nursing and School Health Programs

School, District, and Student Health Data

ODE Reports and Data

School Report Cards

SEED Survey

SHAPE

Student Health Survey

Health and Mental Health in Education

Centering Health and Well-being

Employee Well-being

Health Education Standards

Integrated Guidance

Mental Health

OHA Child and Family Behavioral Health

Safe and Inclusive Schools (SIS)

Sexuality Education

Transformative Social and Emotional Learning (TSEL)

Health in Education Related ODE Initiatives

Child Nutrition Programs

Early and Adolescent Literacy

Every Day Matters

Every Student Belongs

Federal Programs

ODE Key Messages

Oregon Healthy Schools

Quality Education Model Report

Recovery Schools

School Discipline and Restraint & Seclusion

School Safety and Emergency Management

Sexual Conduct Reporting and Investigation

Student Success Plans

Tribal History/Shared History
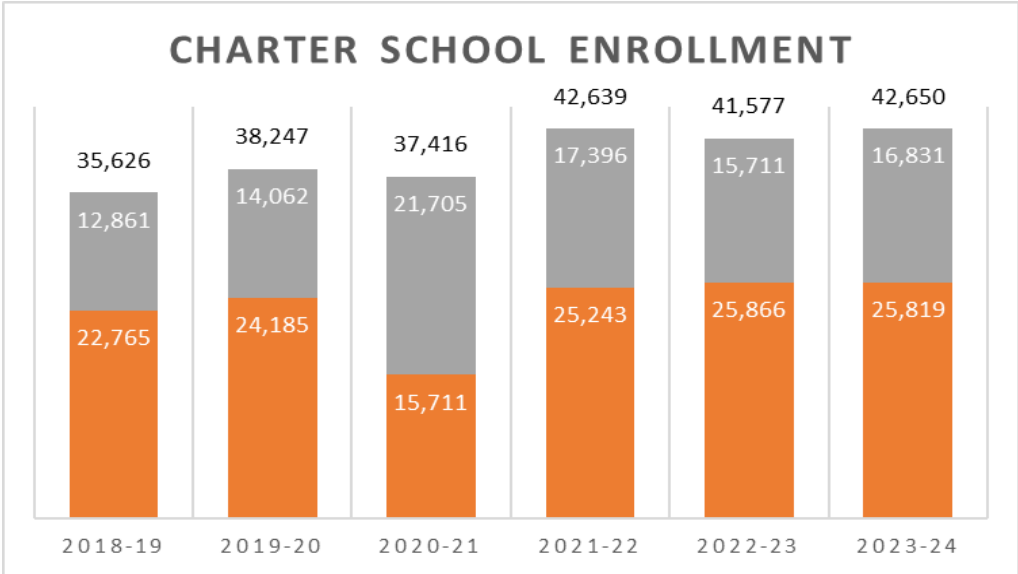
School Choice, Options & Recovery Education

The **School Choice, Options, and Recovery Education** (SCORE) works to support and monitor schools and programs that provide options and school choice in the K-12 education system including:

- Alternative Education
- Public Charter Schools
- Public Charter School Equity Grants
- GED
- Homeschooling
- Recovery Schools
- Transfers, Tuition and Contracts
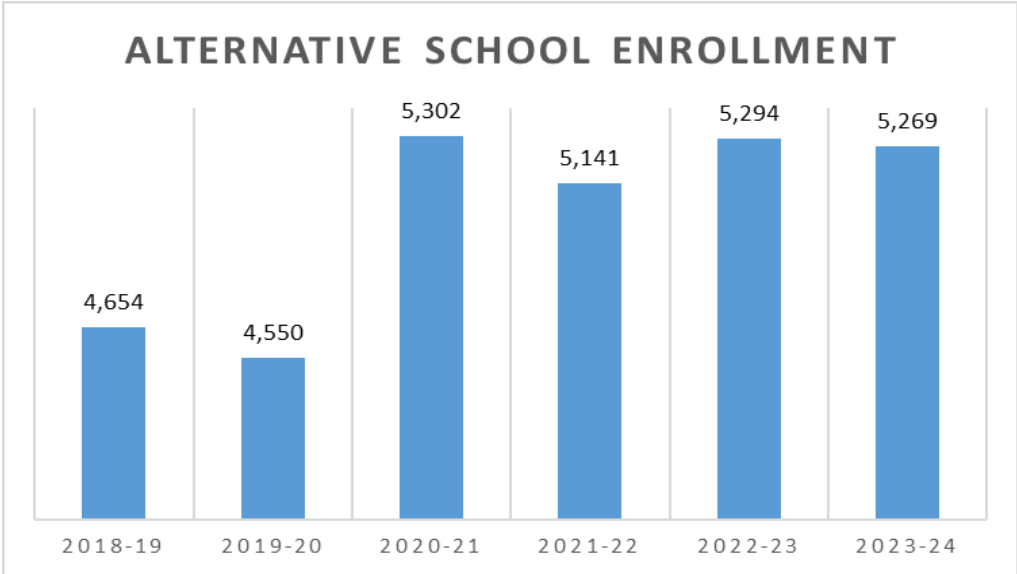
Oregon Department of Education

Growing Demand for Education Options

Enrollment in alternative and public charter schools has consistently increased in recent years. In the 2023-24 school year, almost 9% of all K-12 students were enrolled in an alternative or public charter school. Additional students are being served in district alternative programs that are not accounted for separately but instead are included within a school or at the district level.

CHARTER SCHOOL ENROLLMENT

Year	Total	Gray	Orange
2018-19	35,626	12,861	22,765
2019-20	38,247	14,062	24,185
2020-21	37,416	21,705	15,711
2021-22	42,639	17,396	25,243
2022-23	41,577	15,711	25,866
2023-24	42,650	16,831	25,819

Data Source: Fall Membership Reports

ALTERNATIVE SCHOOL ENROLLMENT

Year	Enrollment
2018-19	4,654
2019-20	4,550
2020-21	5,302
2021-22	5,141
2022-23	5,294
2023-24	5,269

Data Source: Fall Membership Reports.
Note: Only includes alternative programs with school IDs.

Oregon Department of Education

Recovery High Schools

HB 2767 (2023) establishes a limited number of approved Recovery High Schools in Oregon. These schools will provide students with a specialized high school education experience that leads to an Oregon Diploma and is tailored to meet the needs of students with substance use and co-occurring behavioral health challenges. The Department will open a total of <9 recovery high schools around the state by 2029.

Currently Open:

Harmony Academy – Lake Oswego

Rivercrest Academy – NE Portland

Approved to Open Spring 2025:

Discovery Academy - Salem

Next RFA scheduled for early 2025

Interest Growing:

Union County

Lane County

Southern Oregon

Charter Schools Grant-in-Aid

Funding Source	2023-25 CSL	2023-25 GRB	$ Change	% Change
General Fund	-	-	-	-
Other Funds	-	-	-	-
Corporate Activity Tax	4,343,056.00	4,343,056.00	-	-
Federal Funds	-	-	-	-
	-	-	-	-
Total	**$4,343,056.00**	**$4,343,056.00**	**$0.00**	**0.00%**

Recovery Schools Grant-in-Aid

Funding Source	2023-25 CSL	2023-25 GRB	$ Change	% Change
General Fund	-	-	-	-
Other Funds	1,146,442.00	1,146,442.00	-	-
Corporate Activity Tax	11,585,858.00	5,285,858.00	(6,300,000.00)	(0.54)
Federal Funds	-	-	-	-
	-	-	-	-
Total	**$12,732,300.00**	**$6,432,300.00**	**($6,300,000.00)**	**-49.48%**

Questions?

The Office of Equity, Diversity, and Inclusion

Tenneal Wetherell
Chief of Staff

Kai Turner
Assistant Superintendent

Fostering Equity & Excellence Through Safe & Welcoming Education Systems for Oregon Students

Oregon's growing diversity enriches the lives of our students, our schools, our classrooms, and our communities.

We must continue to build systems that affirm students' cultural, racial, and linguistic diversity, and strive for equitable conditions and outcomes for students who hold identities that are currently and have historically been underserved and under-resourced.

Tenneal Wetherell
Chief of Staff
Oregon Department of Education

Kai Turner
Assistant Superintendent
Finance & Information Technology

Across Oregon, families, educators, and communities look to ODE for leadership that centers on the well-being and success of all learners.

The Office of Equity, Diversity, and Inclusion is responsible for implementing crucial state-level equity initiatives aimed at improving the learning and experiences of Oregon's students who hold identities that are currently and have been historically underserved.

Purpose and Vision Statement

OEDI leads **proactive equity initiatives** that identify, address and validate challenges students may experience within Oregon's education system.

Our initiatives are driven by **deep and ongoing engagement** with the **lived experiences** of our students, families and communities so that we can provide intentional structures, practices, and policies that respect, reflect, and celebrate their **intersecting identities, needs, and strengths.**

As a result of our **agency's collective commitment**, we will create an equitable education system centered around **justice, relationships, and healing** to ensure that every student can achieve their highest potential.

Our collective energy and urgency serves as a touchpoint for pivotal **cross-departmental and cross-agency collaboration** towards a **shared vision for equity** throughout Oregon.

We Believe

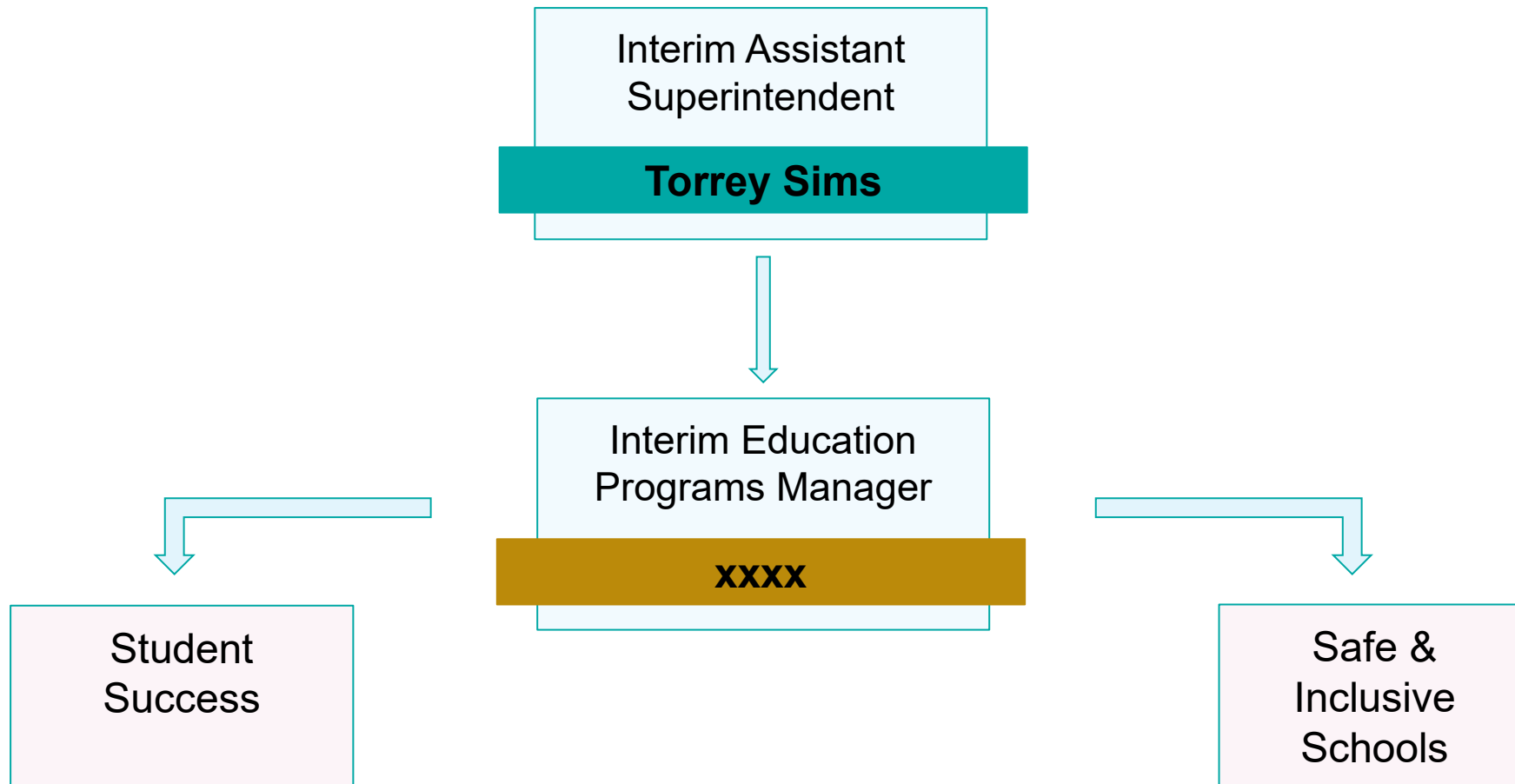**Each** student in Oregon deserves to be **safe, included, and affirmed** in our educational system.

We believe that the system that was built centuries ago has continued to **underserve** certain populations.

We believe that we need to develop support systems to help **broaden the scope of student success**.

We believe that those support systems must be **inclusive of all students** - all of whom will benefit from **shared learning**, and **exploration and expansion of experiences**.

How We're Organized

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          │  Interim Assistant      │
          │  Superintendent         │
          ├─────────────────────────┤
          │      Torrey Sims        │
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          │  Interim Education      │
          │  Programs Manager       │
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Interim Assistant Superintendent

Torrey Sims

Interim Education Programs Manager

xxxx

Student Success

Safe & Inclusive Schools

Office of Equity, Diversity, and Inclusion

African American/ Black Student Success Plan

Early Literacy Success Community Grants

Latino/a/x Student Success Plan

Safe and Inclusive Schools

LGBTQ2SIA+ Student Success Plan

Native Hawaiian/ Pacific Islander Student Success Plan

Immigrant / Refugee Student Success Plan

English Learner Outcomes Program

246

State Grants and Strategic Initiatives

In an effort to address the unique needs of student groups who have been historically underserved and under-resourced, ODE provides a combination of grants and strategic initiatives that focus on improving learning experiences, a sense of belonging, and educational outcomes.

Through the Office of Equity, Diversity, and Inclusion, the Department manages **$61.6 million** of state funding for Grants and Programs that include:

- African American/Black Student Success Plan

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

- LGBTQ2SIA+ Student Success Plan

- Native Hawaiian/Pacific Islander Student Success Plan

- English Learner Outcome Program Grants (State School Fund Transfer) - HB 3499

- Safe and Inclusive Schools: School Safety and Prevention System + Adi's Act

- Immigrant/Refugee Student Success Plan

- Early Literacy Success Community Grant Program

Federal Grants and Strategic Initiatives

Through the Office of Equity, Diversity, and Inclusion, the Department manages the following federally-funded program:

- 3 years/$2.0 M: Bureau of Justice Assistance Students, Teachers, and Officers Preventing (STOP) School Violence - *Safe and Inclusive Schools Team*

Note: The statewide School Safety and Prevention System was partially funded through federal (EANS reverted to GEER) funds until 9/30/24, funding one School Safety and Prevention Specialist per ESD. The System is now funded solely through state funds, which will reduce the number of Specialists serving schools and districts throughout the state as of the 25-27 biennium.

Oregon Department of Education
Office of Equity, Diversity, and Inclusion

Program Titles and Funding (Closing the Achievement Gap)					
Program Name	**GF**	**OF**	**OF-CAT***	**FF**	**Total (CSL)**
African American/Black Student Success Plan	$7.1	-	$13.5	-	$20.6
Latino/a/x & Indigenous (Mexico, Central America, and South America) Student Success Plan	-	-	$6.6	-	$6.6
LGBTQ2SIA+ Student Success Plan	-	-	$4.3	-	$4.3
Native Hawaiian/Pacific Islander State Plan	-	-	$2.1	-	$2.1
Immigrant/Refugee Student Success Plan	-	-	$4.1	-	$4.1
English Learner Outcome Program Grants (State School Fund Transfer)	-	$10.4	-	-	$10.4
Early Literacy Success Community Grants	$8.3	-	-	-	$8.3
School Safety & Prevention System	-	-	$3.2	-	$3.2
BJA STOP Grant	-	-	-	$2.0	$2.0
Total OEDI Program Funding	**$15.4**	**$10.4**	**$33.8**	**$2.0**	**$61.6**

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

Office of Equity, Diversity, and Inclusion
African American/Black Student Success Plan

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$7.1 million	-	$13.5 million	-	$20.6 million

In 2015, Oregon Legislature directed ODE to develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs. ORS 329.841 directed ODE to:

- Form and facilitate an advisory group
- Develop and implement a statewide education plan to address the educational needs of African American/Black students, the disparities they have experienced, and the historical practices leading to disproportionate outcomes.

The Student Success Act approved additional resources provided through the corporate activity tax to expand support for the Plan.

In 2024, the ODE awarded 4-year grants to its fifth cohort of grantees—comprising 21 culturally-specific/community-based organizations, ESDs, districts, early learning providers, and post-secondary institutions—culminating in the creation of open resources to be posted on Oregon Open Learning and available for use by educators and community service providers across Oregon.

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

Office of Equity, Diversity, and Inclusion
African American/Black Student Success Plan

Implementation & Impact:

2015-17: First Grant Cycle
- African American/Black Student Success Advisory Group established
- African American/Black Student Success Plan drafted & published
- 4 Grantees, primarily located in Portland-metro area.

2017-19: Second Grant Cycle
- 9 Grantees, expanded geographic reach to southern Oregon & Lane county

2019-21: Third Grant Cycle
- 12 grantees (3 Grantees added from the early learning area)

2021-23 (w/extensions to 2024): Fourth Grant Cycle
- 14 grantees, expanded geographic reach to eastern Oregon and southern Oregon coast

2024-28: Fifth Grant Cycle
- 21 grantees, serving all 5 regions across Oregon
- Grantee deliverables now include development of open resources for implementing the AAB SSP.

Anticipated Outcomes

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

Office of Equity, Diversity, and Inclusion
Latino/a/x and Indigenous* Student Success Plan

General Fund	Other Funds	Other Funds-CAT**	Federal Funds	Total Funds (CSL)
-	-	$6.6 million	-	$6.6 million

The Student Success Act (HB 3427, 2019) created the Latino/a/x and Indigenous* Student Success Plan for students who:

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

The Latino/a/x and Indigenous* Student Success Plan seeks to address historic and current systemic inequities experienced by Latino/a/x and Indigenous students. The plan centers equity and community by ensuring those closest to the problem help develop and design the solutions. *(*Mexico, Central America, South America, Caribbean)*

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

Office of Equity, Diversity, and Inclusion
Latino/a/x and Indigenous* Student Success Plan

Implementation & Impact:

2020-2021:
- ODE awarded $1.0 million to seven grantees, including culturally-specific and community-based organizations, a university, and a school district to implement strategies from statewide plan

2021-2022:
- Established Latino/a/x and Indigenous* Student Success Advisory Group
- Developed and released Latino/a/x and Indigenous* Student Success Plan, Phase One
- Released Request for Application for grant funding after negotiating with DOJ on specific approved language

2022-2023:
- Awarded $6.09M of Corporate Activity Tax funds to 28 grantees, including culturally-specific and community-based organizations, school districts, educational service districts, and colleges to implement strategies from statewide plan for the 21-23 biennium.

2024-2028:
- 17 grantees, awarded $1.55M; grantees include school districts, Education Service Districts, and Community Based Organizations; deliverables include development of open resources.

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

Office of Equity, Diversity, and Inclusion
LGBTQ2SIA+Student Success Plan

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	$4.3 million	-	$4.3 million

The <u>LGBTQ2SIA+ Student Success plan</u> establishes a framework for creating safe, inclusive and welcoming schools for LGBTQ2SIA+ youth.

<u>Senate Bill 52</u> (2021) allocated $2.0M in funding for the implementation of the LGBTQ2SIA+ Student Success Plan for the 2021-2023 biennium, which was increased to $4.3M for the 2023-25 biennium.

Implementation & Impact

2021-2023
- Cohort 1 identified 14 grantees out of 44 applicants in all 5 regions
- $2M awarded, $1,539,183.73 expended (77%)

2023-2024
- Cohort 1 grantees given one year extension to continue work
- $1.9M awarded, $1,823,783.56 expended (96%)

2024-2025
- Cohort 2 identified 14 grantees in all 5 statewide regions out of 40 applications for a new 4-year cycle; $1.8M awarded in Year 1
- Deliverables now include development of open resources

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

Office of Equity, Diversity, and Inclusion
Native Hawaiian/Pacific Islander Student Success Plan

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

The Native Hawaiian/Pacific Islander Success Plan Program was born from community advocacy and addresses the needs and issues that NHPI students and families encounter. The ODE Office of Equity, Diversity, and Inclusion has had the privilege of building relationships with many NHPI communities across the state and has co-created the NHPI SSP, enabling the launch of its very first cohort of NHPI SSP grantees.

Program Updates:
- Advisory Group was assembled during the 23-25 biennium
- OARs were adopted in June 2024
- The NHPI Interim Student Success Plan was released in July 2024
- Also in July, an RFA was released to provide funds to implement the NHPI SSP across Oregon
- In October 2024, 15 grantees were awarded funds through June 2028
- Between now and June 2028, grantees will collaborate with OEDI to create free and open resources (through Oregon Open Learning) documenting how to utilize the strategies of the plan to better serve NHPI students and families.

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

Office of Equity, Diversity, and Inclusion
Immigrant/Refugee Student Success Plan

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	$4.1 million	-	$4.1 million

Established by <u>Senate Bill 1532</u> (2024)

Supports immigrant, refugee, and asylum-seeking students across Oregon by addressing systemic barriers and ensuring equitable educational opportunities. This program supports students in early childhood through post-secondary by identifying best practices that improve educational outcomes and enables communities to implement strategies that increase achievement and a sense of belonging for all students.

Key Goals
- **Create Safe & Welcoming Schools** that celebrate diversity and promote belonging.
- **Increase Academic Excellence** by rigorous, culturally responsive learning opportunities.
- **Enhance Social Emotional Wellbeing** for mental health, grade-level transitions, and unique needs with community partnerships.
- **Strengthen Family & Community Partnerships** with families through multilingual resources and engagement.

Community Engagement:
- Input from over 450 Partners including youth and families.
- Needs assessment by over 40 Education Partners.

Program Highlights:
- **Funding:** Open RFAs for grants in aid to school districts, ESDs, CBOs, Post-secondary.
- **Innovation:** Initiatives like "Family Conversations" and trauma-informed practices.

256

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

Office of Equity, Diversity, and Inclusion
English Learner Outcomes Program (ELOP) Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	$10.4 million	-	-	$10.4 million

House Bill 3499 (2015): EL Outcomes Program

Passed in 2015 legislative session. Directs ODE to develop and implement a statewide education strategic plan for English Language Learners (EL learners) in the K-12 education system to:
- address disparities experienced by EL learners;
- address the historical practices leading to disproportionate outcomes for EL students;
- address the educational needs of EL students in K-12 education by examining culturally appropriate best practices in Oregon and the nation.

Also directs ODE to:
- publish a yearly report on the progress of English Learners;
- establish a state-level EL Advisory Group to inform ODE on policy affecting English Learner Communities, and
- stipulates that if a school district does not meet expected growth and expected benchmarks for student progress indicator, the Agency would direct the district to expend funds under ORS 327.013(1)(c)(A)(II) (ELL weight) for up to three years.

Office of Equity, Diversity, and Inclusion
English Learner Outcomes Program (ELOP) Grants

EL Outcomes Program Grant Implementation: Cohort 1 (2016-2020)

- Funding for this program is statutorily awarded for four-year cohorts.

- The EL Outcomes Program funds provided support and academic assistance to an estimated 2,054 teachers and administrators and to 16,461 students in 40 school districts[1].

- In 2019-20, out of the 17,847 students served in the identified districts, 1,548 students attained English language proficiency, and 3,984 did not have the opportunity to take the ELP assessment due to the COVID-19 pandemic.

- Approximately 87 districts with a small number of ELs benefited from support facilitated through 5 regional ESDs. Any district with a small number of ELs is eligible to be served throughout the state[2].

Office of Equity, Diversity, and Inclusion
English Learner Outcomes Program (ELOP) Grants

EL Outcomes Program Grant Implementation: Cohort 2 (2021-2025)

- In 2021-2025, 15 districts are funded, using a weighted funding formula.

- Among these 15 districts, the largest number of the English Learners in the state are being served.

- Through this program, districts are implementing systemic interventions to improve the learning and experience of students.

- Progress is determined by an outcome indicator system that includes the elementary and secondary grade indicators to the right.

- External evaluation to examine outcomes of the program for Cohort 2 districts will be undertaken in 2025-26.

- With Cohort 3, identified in 2025, the implementation of the grant program continues with a focus on continuous improvement and system change.

Elementary Grades Indicator
On Track to ELP
Regular Attendance
Exclusionary Discipline
ELA Achievement
ELA Growth
Math Achievement
Math Growth

Secondary Grades Indicators
On Track to ELP
Regular Attendance
Exclusionary Discipline
Least Restrictive Environment
9th Grade On-Track
5-Year Graduation
Post-Secondary Enrollment

Office of Equity, Diversity and Inclusion
Safe and Inclusive Schools

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	$3.2 million	-	$3.2 million

The Safe and Inclusive Schools Team supports the School Safety and Prevention System, passed in the 2019 Legislative Session (ORS 339.341) as part of the Student Success Act. The System is a comprehensive model centered in student success, racial equity, and access to mental health services. The Department envisions school safety as access to culturally responsive mental health services and support through the implementation of the System that fosters learning environments where all students thrive because they are supported in their identity and feel they belong.

Scope of the School Safety and Prevention System
Assistance to school districts and education service districts in:
- Decreasing acts of **Harassment, Intimidation and Bullying** and acts of **Cyberbullying** (OAR adds **Sexual Violence**)
- Decreasing youth suicidal behavior through **Suicide Prevention, Intervention, Postvention (SPIP),** including support for **Adi's Act**
- Implementing a multidisciplinary student safety assessment system, **Behavior Safety [threat] Assessment (BSA)**, to identify, assess, and support students who present a potential risk for violence to others
- Promotion and use of the statewide school safety tip line (**SafeOregon**)

Safety in Oregon Schools

School Safety and Prevention efforts in Oregon schools and districts are supported by regional specialists known as **School Safety and Prevention Specialists** (SSPS).

Program funding to Oregon ESDs provide for the SSPS positions ensuring consultation, training, technical assistance, and resources related to all areas of the School Safety and Prevention System are readily available across the state.

Office of Equity, Diversity, and Inclusion
Safe and Inclusive Schools

Legislation passes, ESDs funded for SSPS positions	System development begins, 11 SSPSs hired and trained	SSPSs provide training and consultation to regions	Addition of federal funds allows for 19 FTE (1.0 in every region)	In absence of federal funds, SSPS positions will decrease to 10
2019-20	2020-21	2021-22	2022-25	2025-27

School Safety and Prevention Program Outcomes

- Over 12,500 educators and community members trained in all areas of School Safety and Prevention
- 100% of school districts have access to regional Behavior Safety [threat] Assessment (BSA) teams as well as continuous professional learning to help identify situations that pose a risk of violence of harm
- 96% increase in the number of community partners participating in regional BSA teams since 2020
- All Oregon schools, districts, and youth-serving community partners have access to regular and ongoing school-based, culturally responsive suicide prevention and postvention (crisis response) training
- Comprehensive support for Adi's Act including policy implementation and student suicide prevention plan development
- Integration of bullying prevention efforts across existing educational standards as a foundation of a healthy school culture and climate
- Ongoing support and training for Sexual Incident Response Committees to support students experiencing problematic sexual behavior in schools
- Partnership campaign with SafeOregon "Report, Don't Repost" to prevention online threats and bullying to Oregon students and schools

Office of Equity, Diversity and Inclusion
Safe and Inclusive Schools - BJA STOP Violence Grant

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

The Federal BJA STOP Violence Grant activities support the development and implementation of a school culture and climate approach to Behavioral Safety (Threat) Assessment (BSA) and other related Safe and Inclusive Schools initiatives. Including organizing, facilitating, and developing statewide practices, policies, and training/technical assistance for improving school culture and climate – particularly with a transformative justice lens as applied to BSA.

Key Project Outcomes:

- Oregon Model for Behavior Safety Assessment, a statewide model of best practices for BSA to be implemented through School Safety and Prevention Specialists in 19 ESDs to reduce and eliminate disparities in exclusionary discipline
- Oregon Model for Behavior Safety Assessment school, district, and community team training materials, designed to align school and community partners on standardized language and culturally responsive best practices.
- An infrastructure integrating BSA and emergency management systems in a newly developed Oregon Center for School Safety in partnership with ODE School Safety and Emergency Management Systems
- BSA and Community of Practice offering a collaborative, problem-solving space and supporting the development of policies, practices, and content statewide.
- Transformative and restorative justice in BSA toolkit for school and community partners.
- Implementation best practice with special focus on planning and resource differences among smaller, mid-sized, and larger school districts.

Office of Equity, Diversity, and Inclusion
Early Literacy Success Community Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$8.3 million	-	-	-	$8.3 million

Established by HB 3198 (2023)

Provides $8M for Community Grants to:

- Extend literacy support into communities, enhancing literacy learning that happens in schools, fostering a cohesive system that leverages all opportunities to enhance literacy for students.

- Center the rich diversity of students and empowering communities to build on the strong foundations of literacy already thriving within families and neighborhoods.

Key Milestones:
- Worked with OKT to conduct a community engagement process.
- Development of the Community Early Literacy Framework (CELF)
- RFA released for CBOs, early learning hubs, providers of early learning services, post-secondary institutions of education, public libraries, or consortiums of these entities (28 applications currently being reviewed).

Next Steps:
- Funded projects are targeted to begin work in March 2025
- Gather Grantee and community feedback on the CELF.

2025-27 Governor's Recommended Budget

<u>Reductions</u>

No reductions were made in the Governor's Recommended Budget.

Questions?

Office of Indian Education

Dr. Charlene Williams, Director

April Campbell, Assistant Superintendent, Office of Indian Education

Personal Message About the Team and Department

The Office of Indian Education (OIE) is deeply committed to supporting American Indian/Alaska Native (AI/AN) students. Through meaningful tribal consultation with the nine federally recognized tribes in Oregon we honor tribal sovereignty and strive to ensure our work reflects the unique cultural and educational priorities of each tribe.

ODE highlights its dedication to this work by making significant investments in tribal communities, supporting initiatives such as the Tribal Early Literacy Grants, Tribal Language Grants, Tribal Attendance Promising Practices and the Tribal History/Shared History curriculum. Furthermore, we remain committed to ensuring ODE – agency wide – continues to partner with tribes in ways that uphold sovereignty and strengthens Government-to-Government relationships to ensure our state efforts are aligned and in support of the success of our Native youth.
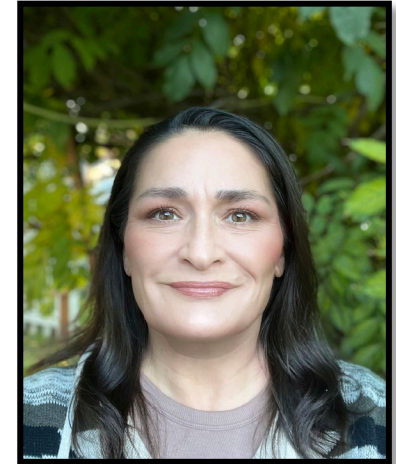
April Campbell
Assistant
Superintendent Office
of Indian Education

Our Roadmap -
The American Indian/Alaska Native Student Success Plan

Shared Leadership

- The Office of Indian Education uses a shared leadership model in the creation of American Indian/Alaska Native Student Success Plan (AIANSSP) inviting a multitude of partners in developing the plan's goals, objectives, and strategies.

- In March 2020, the AI/AN Advisory Committee with support from the Government-to-Government Education Cluster approved the current 2020-2025 American Indian / Alaska Native Student Success Plan.

Looking Ahead to Bright Indigenous Futures

- While each iteration of a Student Success Plan builds on the successes of previous plans, OIE looks ahead to the launch of an updated 2025-2030 later this year. The new plan will set an ambitious vision to identify new opportunities (i.e. Tribal Early Literacy Grants) while leveraging existing state efforts to increase opportunities, address disparities, and positively impact outcomes for the diaspora of AI/AN students throughout Oregon's schools.

Office of Indian Education 23-25 LAB Grant in Aid

General Fund Tribal Attendance Promising Practices	Other Funds-CAT* AI/AN Student Success Plan & Early Literacy	Federal Funds	Total Funds
$1.7M	$7.4M	-	$9.1M

In 2019, Oregon Legislature directed ODE to develop and implement a statewide education plan for American Indian and Alaska Native Students who are in early childhood through post-secondary education programs. ORS 329.841 directed ODE to:

- Form and facilitate an advisory group.
- Develop and implement a statewide education plan to address the educational needs of American Indian and Alaska Native students, the disparities they have experienced, and the historical practices leading to disproportionate outcomes.
- Collaborate with the nine federally recognized Tribes of Oregon.

For 2023-2025, ODE provided 40 grants and contracts totaling $9.1M:

- school districts,
- culturally-specific/community-based organizations,
- ESDs,
- post-secondary institutes, and
- the nine federally recognized tribes in Oregon

to implement strategies outlined in the AI/ANSSP.

269

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

Office of Indian Education 25-27 CSL Grant in Aid

General Fund Tribal Attendance Promising Practices	Other Funds-CAT* AI/AN Student Success Plan & Early Literacy	Federal Funds	Total Funds
$1.8M	$7.7M	-	$9.5M

In 2019, Oregon Legislature directed ODE to develop and implement a statewide education plan for American Indian and Alaska Native Students who are in early childhood through post-secondary education programs. ORS 329.841 directed ODE to:
- Form and facilitate an advisory group.
- Develop and implement a statewide education plan to address the educational needs of American Indian and Alaska Native students, the disparities they have experienced, and the historical practices leading to disproportionate outcomes.
- Collaborate with the nine federally recognized Tribes of Oregon.

For 2025-2027, ODE will be providing 40 grants and contracts totaling $9.5 m:
- school districts,
- culturally-specific/community-based organizations,
- ESDs,
- post-secondary institutes, and
- the nine federally recognized tribes in Oregon

to implement strategies outlined in the AIANSSP.

270

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

Goals and Objectives - American Indian/Alaska Native Student Success Plan

GOAL 1
AI/AN STUDENT SUCCESS

- Data Justice – Accurate Identification of Tribally Affiliated Students
- Early Learning
- AI/AN Discipline Incidents – Address Disparity in the Data
- Increasing Attendance and Graduation Rates
- Successful Transitions
- Post-Secondary and CTE Enrollment

GOAL 2
EDUCATOR SUCCESS

- Develop Educators to Support AI/AN Student Success
- Increase the Number of AI/AN Educators and Support Staff
- Foster the Capacity of Title VI Educators

GOAL 3
CURRICULUM

- Tribal History, Shared History Implementation
- Tribal History, Shared History Professional Development
- Tribal Languages

GOAL 4
SUCCESSFUL ECOSYSTEMS

- Build Internal ODE Capacity
- Interagency Investments and Collaborations
- Address Adverse Childhood Experiences
- Support Government-to-Government Relationships between ODE and the Nine Federally recognized Tribes

Recap of 2023-2025 Key Efforts

GOAL 1 - AI/AN STUDENT SUCCESS

Data Justice - Implementation of American Indian/Alaska Native (AI/AN) Student Data Collection:

The initial phase of OIE's data justice efforts began with the updating the AI/AN Student Data Collection to include all federally recognized tribes (including Alaska Native). In the 2024-25 school year, ODE will now collect Tribal Affiliation for students.

Native Voices Discipline Study

The OIE contracted with the University of Oregon to produce a study on the disparities experienced by Oregon Native students, provide professional development for administrators and school staff by creating a training framework to promote healthier and more efficient disciplinary practices to support healthier school environments throughout Oregon.

Recap of 2023-2025 Key Efforts - continued

Photo of three children in a classroom.
Photo courtesy of the Pendleton School District

GOAL 2 - EDUCATOR SUCCESS

American Indian and Alaska Native Special Education Toolkit

This project was aimed at developing a comprehensive, culturally responsive Special Education Toolkit tailored for American Indian and Alaska Native (AI/AN) families. This toolkit will include user-friendly resources such as guides, infographics, and asynchronous video learning modules to help families navigate special education processes and advocate for their children.

Elementary and Secondary School Emergency Relief Funds (ESSER III) Native American Education Grants

The purpose of this ESSER-funded project was to strengthen existing Title VI programs in schools or help establish incoming Title VI programs, supporting the closure of academic and well-being barriers as outlined in the AIANSSP.

Recap of 2023-2025 Key Efforts - continued

Empowering Tribal Voices

The Tribal Languages program is a continuing, non-competitive grant available to Oregon Tribes to support language preservation and revitalization. Resources can be used for Tribal language preservation, promotion and use, certification of new language instructors, training, and language curriculum development.

Native Voices: The Enduring Languages Tribes of Oregon

Contracted with Fire Starter Studios, a documentary filmmaker, to produce *Native Voices: The Enduring Languages of Oregon Tribes*, a language preservation and awareness film; features representatives from each Tribe as they share their efforts to preserve, protect, and promote their languages.

Photo courtesy of the Confederated Tribes of Siletz Indians

Photo courtesy of ODE's Tribal Consultation Toolkit 2.1

Recap of 2023-2025 Key Efforts - continued

GOAL 4 - SUCCESSFUL ECOSYSTEMS

Elementary and Secondary School Emergency Relief Funds (ESSER III) Tribal Community Revitalization Grants

ODE set aside resources from ESSER III funds in response to the disproportionate impact Tribes experienced with the COVID pandemic, wildfires, water shortages, and other barriers which may have had a direct impact to education, culture, and/or languages within Tribal communities. Funding available to each Tribe: $375,000 was used from July 2022 - September 2024.

Heart and Soul of Tribal Consultation Project

The OIE, supported by Region 16 Comprehensive Center and the Legislative Commission on Indian Services, worked with Kaufman and Associates (KAI) on the Heart and Soul of Tribal Consultation project. This work is embedded in ODE's internal Strategy Plan as training opportunities and understanding of Tribal Consultation within our agency continues to be built out. Resource to all published videos.

Recap of 2023-2025 Key Efforts - continued
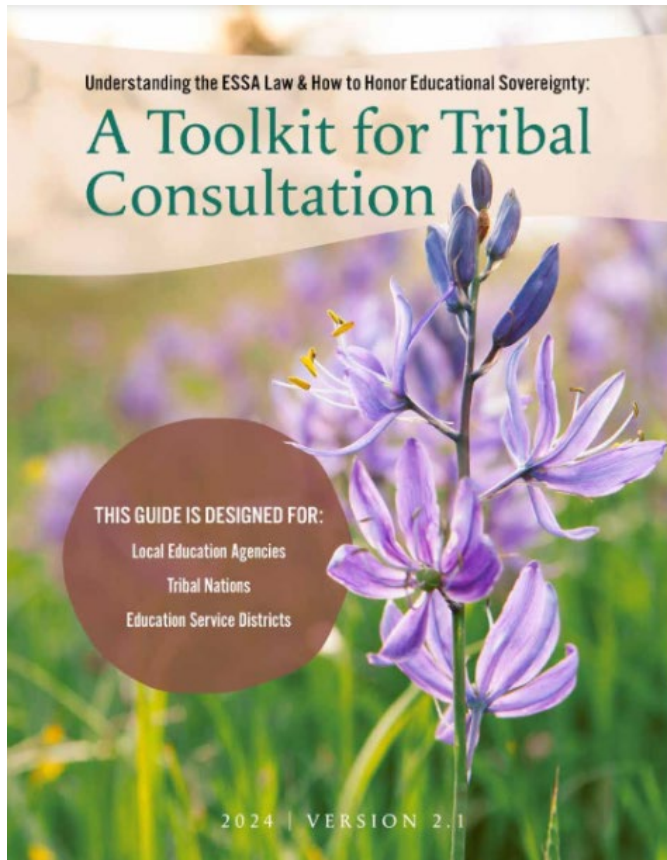
GOAL 4 - SUCCESSFUL ECOSYSTEMS

Tribal Consultation Toolkit 2.0, 2.1, and On-Demand Modules

The OIE released an updated toolkit in June – the Tribal Consultation Toolkit 2.1. In December, five first-of-their-kind On Demand modules were created to help participants gain a greater understanding of the following concepts:

- Gain knowledge of the legislation, key terms, and requirements for tribal consultation in the context district and tribes in Oregon.
- Exploring the toolkit, including a deepening understanding of the history of Native education in Oregon and the federal laws and state requirements related to tribal consultation, while gaining knowledge of the responsibilities of school districts and consortiums for tribal consultation.
- Increase knowledge of the plans and applications in Oregon which require tribal consultation, as well as how to prepare for these unique plans by orienting themselves to key sections of the toolkit.

Focuses for 2025-2027

<u>Implementation of the updated American Indian / Alaska Native Student Success Plan 2025-2030</u>

Anticipate the full adoption of the 2025-2030 AI/AN Student Success Plan mid-year

Legislative requirements include continue resource allocation:
- Tribal History / Shared History
- Tribal Attendance Promising Practices
- Early Literacy and Languages

Requests for continued resource allocation:
- Language Revitalization
- Data Justice

Tribal History, Shared History Lesson Plan Development

ORS 329.493
Recipients - Nine Federally Recognized Tribes
Community of Practice Facilitated - Yes

Tribal History / Shared History was enacted in 2017, whereby every school district in Oregon implements (K-12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials. Curriculum is aligned to state standards and available in grades 4th, 5th, 8th, and 10th grades in multiple content areas. The law requires ODE to develop curriculum and professional development and training opportunities for educators. Asynchronous online training modules are available. OIE continues development of additional grade level lesson plans. Lesson plans are available in Spanish.

THSH grant funds continue to be available to Tribes through non-competitive grants to support placed-based lesson development, curriculum, professional development, and training.

Tribal Attendance Promising Practices

OAR 581-017–367
Recipients - Ten Preselected School Districts Community of Practice Facilitated - Monthly for TAPP Family Advocates; Quarterly for TAPP Site Teams.

Tribal Attendance Promising Practices is established to support collaboration between tribes and school districts in efforts to design, implement, and improve the attendance of American Indian/Alaska Native students in schools awarding non-competitive grants to ten qualified applicants.

TAPP SCHOOL DISTRICTS AND TRIBAL PARTNERS

Salem-Keizer Public Schools
Confederated Tribes of Grand Ronde and Confederated Tribes of Siletz Indians

Pendleton School District 16
Confederated Tribes of the Umatilla Indian Reservation

Willamina School District
Confederated Tribes of Grand Ronde

InterMountain ESD

Jefferson County School District 509J
Confederated Tribes of Warm Springs

North Bend School District 13
Confederated Tribes of Coos, Lower Umpqua, & Siuslaw Indians

Willamette ESD

Linn Benton Lincoln ESD

Jefferson County ESD

Lincoln County School District
Confederated Tribes of Siletz Indians

Coos Bay School District 9
Coquille Indian Tribe

South Coast ESD

Douglas ESD

South Umpqua School District
Cow Creek Band of Umpqua Tribe of Indians

Harney ESD

Harney County School District 3
Burns Paiute

Southern Oregon ESD

Klamath County School District
Klamath Tribes

Tribal Attendance Promising Practices
TAPP

● Small School District (1-999)   ● Medium School District (1,000-6,999)   ● Large School District (7000+)

Note: The names of Tribes listed indicate a school district's Tribal Partner for their TAPP grant, and not the locations of tribal boundaries.

Oregon Department of Education

279

Empowering Tribal Voices - Supporting Tribal Languages

Recipients - the Nine Federally Recognized Tribes
Advisory Committee - Tribal Language Advisory Committee

The Tribal Languages program is a continuing, non-competitive grant available to tribes to support language preservation and revitalization. These resources can be used for tribal language preservation, promotion and use, certification of new language instructors, training, and language curriculum development.

The Oregon Department of Education (ODE) Tribal Language Advisory Committee will inform the office and agency to:

- Establish goals and measurable objectives for the committee;
- Establish structure and meeting dates/times for committee meetings;
- Provide guidance, input, advocacy, policy and legislative recommendations related to Tribal Languages; and revitalization efforts.
- Provide recommendations for inclusion in the American Indian/Alaska Native Student Success Plan, as well as in other ODE plans related to Tribal Languages.

Tribal Early Literacy Grants

Recipients - the Nine Federally Recognized Tribes
Note: This initiative will be an area of focus in the 2025-2030 AIANSSP.

The Early Literacy Success Initiative, established under House Bill 3198 in 2023, aims to enhance early literacy among children from birth to third grade, reduce academic disparities, support parental involvement, and provide culturally responsive, research-aligned literacy learning.

As part of this initiative, $2 million was set aside specifically for the nine federally recognized Tribes of Oregon, ensuring dedicated resources to support Tribal Early Literacy efforts. The Tribal Early Literacy grants honor Tribal sovereignty and centers Tribal ways of knowing. It acknowledges families as children's first teachers and emphasizes the connection between literacy and language revitalization.

2025-27 Governor's Budget Investment

2025-27 Governor's Recommended Budget

<u>Investments</u>

Tribal Early Literacy grants $2M General Fund in the Governor's Budget (Package 583).

Questions?

Office of Education Innovation & Improvement

Cassie Medina

Assistant Superintendent, Office of Education Innovation & Improvement

Aligning for Student Success

The Office of Education Innovation and Improvement is:

- Implementing and aligning eight programs, including the Student Investment Account within the Student Success Act, High School Success, Perkins (CTE), and Federal School Improvement.

- Building coherence across ODE's use of coaches and regional technical assistance to support district improvement efforts.

- Refining a streamlined approach to continuous improvement planning.

- Strengthening partnerships within the agency, ESDs, and community partners and tribes to bring more coherence to the Student Success, ESSA, IDEA, and Perkins work across all offices.

Cassie Medina
Office of Education Innovation and Improvement

OEII Organizational Chart

OFFICE OF EDUCATION INNOVATION & IMPROVEMENT
73 POSITIONS AS OF 12/19/24

LEADERSHIP & ADMIN SUPPORT
4 POSITIONS

SYSTEMS CAPACITY & IMPROVEMENT
12 POSITIONS

GRANT MANAGEMENT & MONITORING
14 POSITIONS

DISTRICT & SCHOOL EFFECTIVENESS
8 POSITIONS

PROGRAMS & PRACTICES
8 POSITIONS

RESEARCH & INFORMATION SYSTEMS
8 POSITIONS

SECONDARY & POST SECONDARY TRANSITION
19 POSITIONS

Grant-in-Aid

2025-27 Current Service Level(in millions)	GF	OF	OF-CAT*	FF	Total
Chronic Absenteeism Grants (Every Day Matters)	$7.3	-	-	-	$7.3
Early Indicator and Intervention Systems	-	-	$5.9	-	$5.9
Student Investment Account	-	-	$1,137.9	-	$1,137.9
High School Success (Measure 98)	-	$138.9	$222.8	-	$361.7
Intensive Programs & Student Success Teams	-	-	$27.2	-	$27.2
Federal School Improvement	-	-	-	$23.0	$23.0
Education Service District Technical Assistance	-	-	$44.6	-	$44.6
Career and Technical Education	$17.7	-	-	$37.6	$55.3
Total Grant-in-Aid Funding for OEII	**$25.0**	**$138.9**	**$1,438.4**	**$60.6**	**$1,618.8**

Oregon Department of Education

* Corporate Activity Tax dedicated to support the Student Success Act of 2019.

Aligning for Student Success
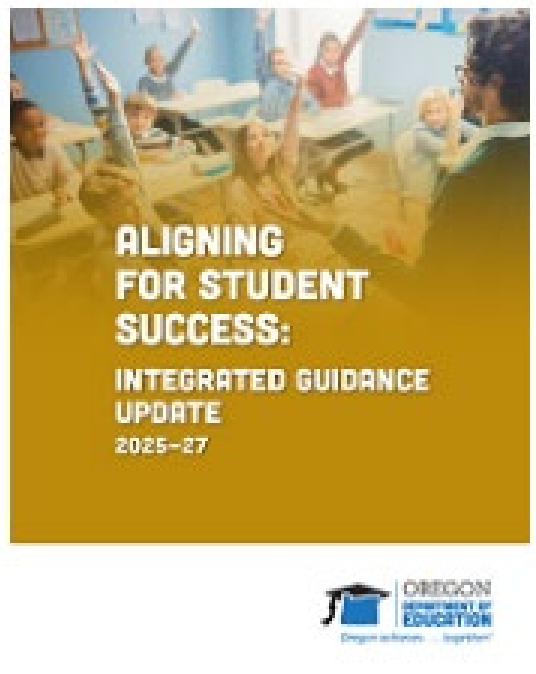
"The continued implementation of the Integrated Guidance and the established rhythms of aligned engagement, planning, and reporting processes towards common goals is becoming a meaningful routine.

I believe that if you align your district strategic planning efforts to these timelines and processes you can see both efficiency and effectiveness – in ways that matter for our young people."

- Director Dr. Charlene Williams

Updated Guidance released April 26, 2024

Relevant Budget Note – HB 5047

The Oregon Department of Education **shall explore the potential for combining grant applications, grant agreements, grant monitoring, and reporting** for the School District Investment grants established in House Bill 3427 with other programs or grants administered by the agency including grants made from the High School Graduation and College and Career Readiness Fund (Ballot Measure 98), Title I grants where appropriate, and other grant programs identified by the agency.

Common Elements & Common Goals
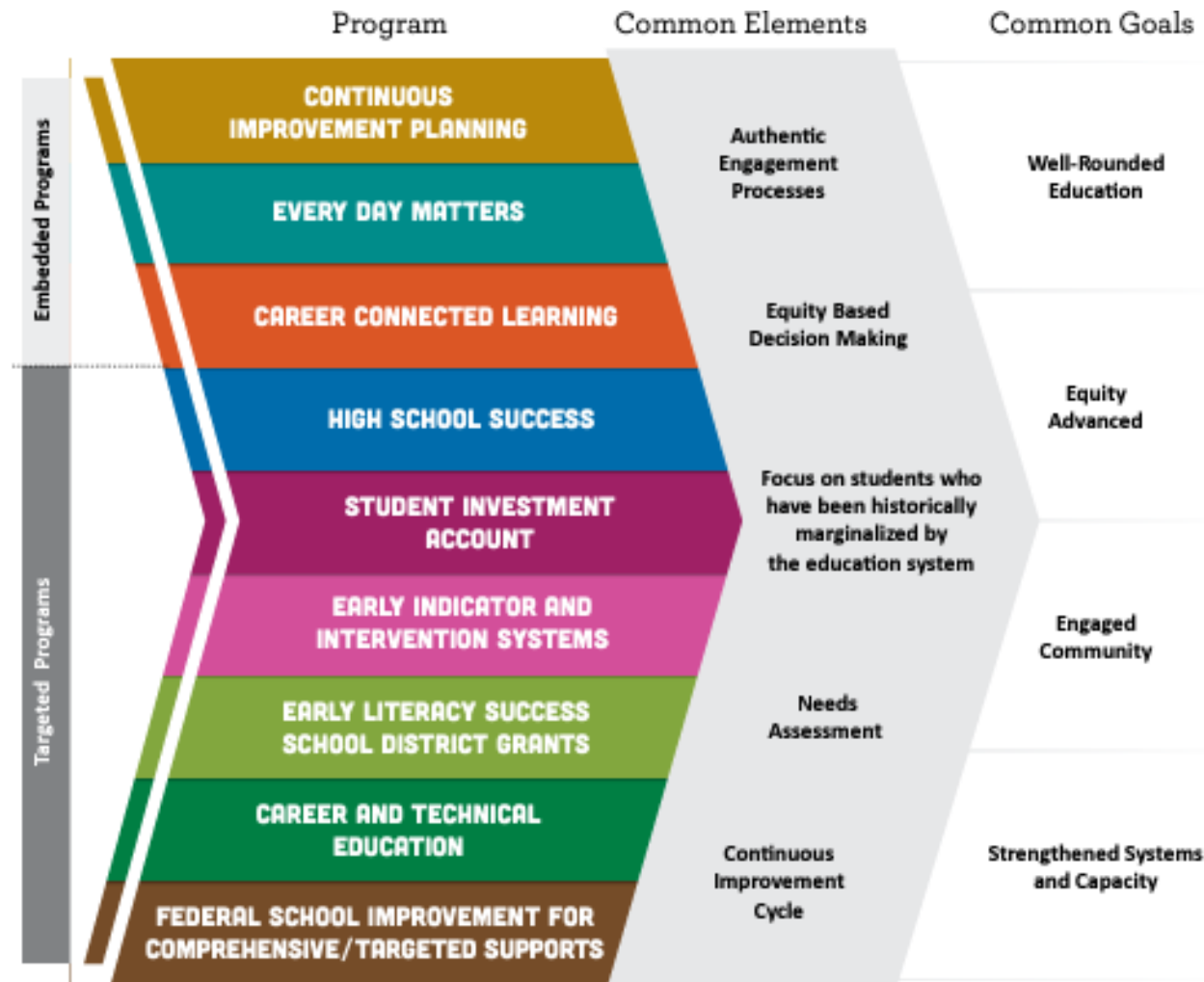
Setting a Long-Term Rhythm
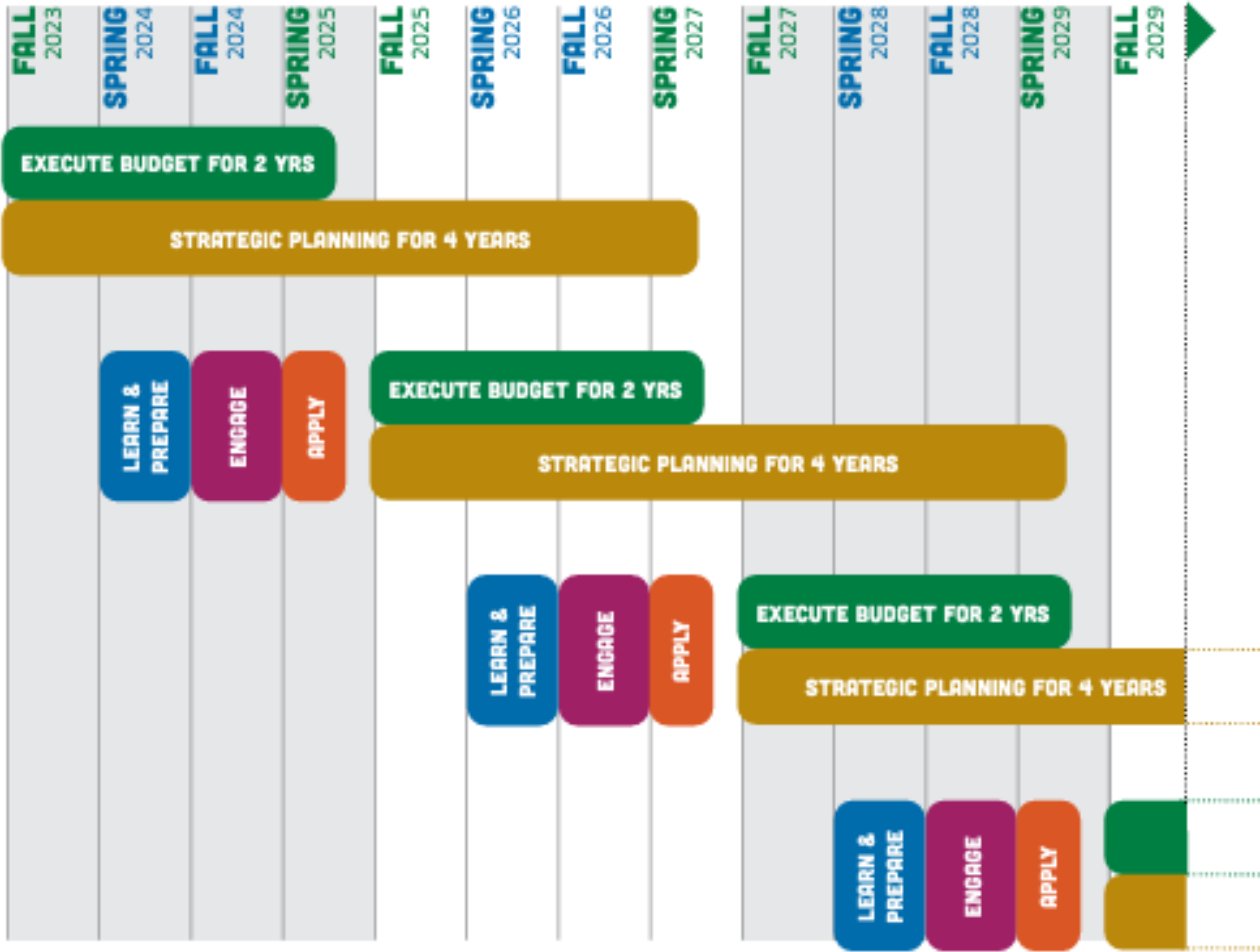
Integrated Guidance
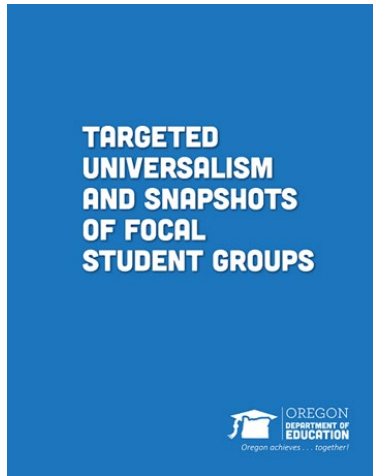
Targeted Universalism
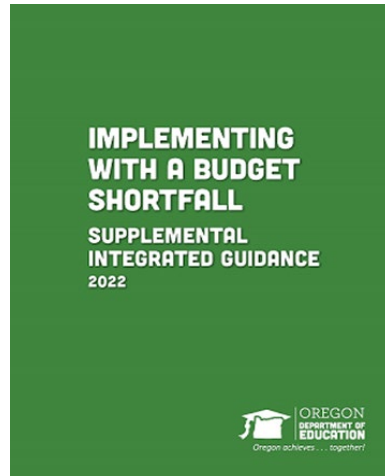
Budget Shortfall

Highlighting Integrated Guidance Resources

- Integrated Needs Assessment

- Community Engagement Survey Item Bank

- Community Engagement Survey Resource Guide

- Oregon Schools Data Dashboard One-Pager Guide

- Ensuring Focal Student Group Safety and Privacy Resource

- Centering Health and Well-Being in Education

- Meaningful Community Engagement Artifacts

- Integrated Guidance Application Evaluation Criteria

Focus on Technical Assistance and Support

- **Emphasizing technical assistance and support with grant recipients around:**
  - Strategic Planning
  - Braiding and Blending Funding Streams
  - Declining Enrollment Strategies
  - Setting Reasonable Expectations
  - Communicating & Engaging with Community
  - Establishing Regular Reviews

Chronic Absenteeism Grants – Every Day Matters

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$7.3 million	-	-	-	$7.3 million

The Chronic Absenteeism grant program, established in 2015, provides $7.3 million at Governor's Printed Budget to implement Oregon's Chronic Absenteeism Plan through an initiative known as **Every Day Matters.**

Oregon Department of Education

* Corporate Activity Tax dedicated to support the Student Success Act of 2019.

Every Day Matters: Holistic Approach

A holistic, systemic approach

to engage **everyone**

in the work to make

Every Day Matter

for all students.

The pie chart contains four quadrants:
- Align Approaches and Supports in Integrated Programs and across ODE
- Partnership with ESDs for School District Coaching and Supports
- Fund CBOs to Engage & Support Families, Elevate Voice
- ODE Research: Elevating Patterns, Best Policies and Practices

Every Day Matters: Foundational Understandings

Create a positive school climate and culture that is welcoming and inclusive of students, families and school staff.

Center children/youth engagement and re-engagement strategies around caring connections and healthy relationships with students, families, and communities.

Utilize multiple types of information to build and refine support systems to address the holistic needs of students.

Coordinate support between educators and community service providers that focuses on the accessibility of resources, information, and extended learning opportunities.

Root Causes of Chronic Absenteeism

Barriers
- Chronic, acute illness
- Family responsibilities
- Trauma
- Housing, food insecurity
- Community violence
- Lack of tech access
- Poor access to services

Aversion
- Unwelcoming school climate
- Anxiety
- Biased disciplinary practices
- Struggling with academics
- Social, peer challenges
- Negative caregiver experience with school

Disengagement
- Lack of challenging, culturally specific learning opps
- No meaningful adult relationships
- Lack of enrichment opportunities
- Lack of academic support
- Failure to earn credits

Misconceptions
- Losing track of total # of absences
- Unclear guidelines for staying home when sick
- Only unexcused absences matter
- Suspension doesn't count as an absence
- Missing 2 days a month isn't a problem

Every Day Matters: Chronic Absenteeism Data

Positive Trends

In 2023-24, **regular attendance** rates increased for all but four focal student groups. The greatest increases were at elementary school with kindergarten rates going up **9.8%.**

Oregon Regular Attender Rates

* Data were not collected in the 2019-20 school year

2016-17: 80.3%
2017-18: 79.5%
2018-19: 79.6%
2020-21: 71.9%
2021-22: 63.9%
2022-23: 61.9%
2023-24: 65.7%

Early Indicator & Intervention System

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	5.9 million	-	$5.9 million

- ORS 327.367 (1) created a grant program to assist school districts with implementing early indicator and intervention systems (EIIS), also known as Early Warning Systems, to help students stay on track to graduate from high school.

- Grant in Aid began after the passage of the Student Success Act in 2019 and funds were disbursed in 2020.

- $3.96 million is available to school districts and charter schools based on their respective average daily unweighted membership, multiplied by $3.00. OEII submitted a legislative concept this session to add additional grantees and to update the funding formula.

- $1.98 million is allocated to provide technical assistance.

Elements of EIIS

➤ **Develop Shared Mindsets**

Develop shared growth- and asset-based mindsets among all staff. Strengthen relationships. Create permanent structures for family and community engagement.

➤ **Create Systems and Structures**

Invest in holistic data collection tools; train teachers and staff in using data; strengthen relationships to ensure policies are clear; and promote a school culture that fosters student engagement.

➤ **Collect Holistic Data**

Ensure all administrators have access to "real time" data on individual student progress in all indicators. Collect community, family, and student feedback.
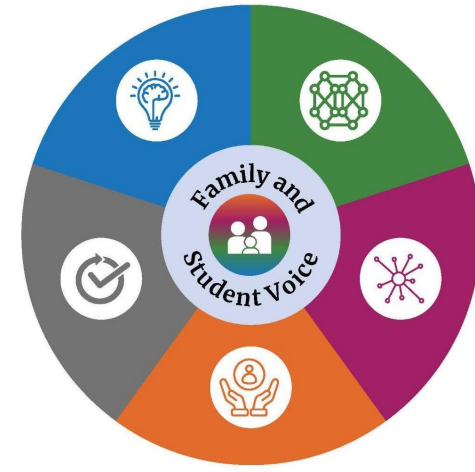
➤ **Design Student Supports**

Ensure all students have access to culturally responsive universal, small-group, and one-on-one supports. Engage with families and community organizations to design and deliver supports.

➤ **Monitor Progress**

Determine how well each support is working. Understand school- and district-level trends. Establish a routine for evaluating supports, engaging families and caregivers, and considering different support options.

Early Indicator & Intervention Systems

How are recipients using grant funds?

23-24 Frequency of Allowable Uses by Category

(Integrated Budgets for 2023-24)
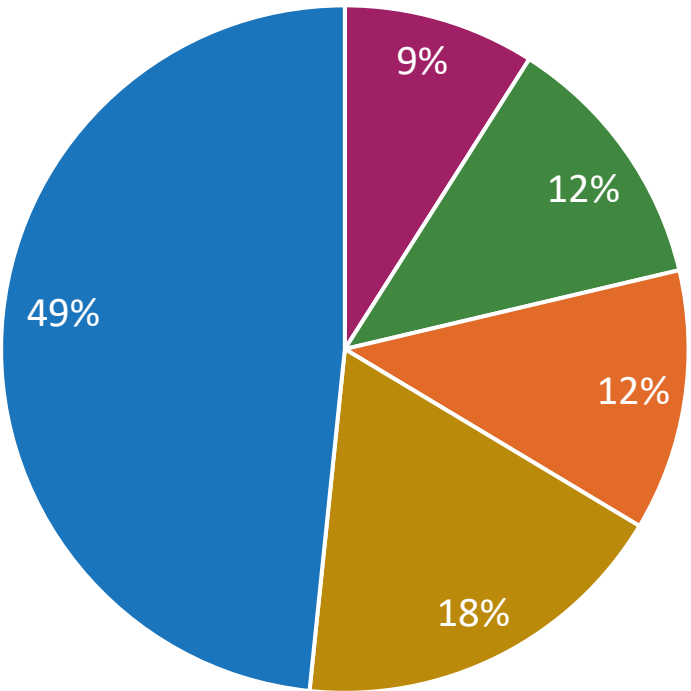
- ■ Student, family, staff, and community engagement
- ■ Training for staff to maintain and use the system with fidelity
- ■ Data analysis and research
- ■ Staffing to maintain the system and facilitate corrective action
- ■ System software purchases and subscriptions

Impact of EIIS grant

"Funds were instrumental in ensuring our intervention system was meeting the needs of individual students."

"These funds are critical and having flexibility to support our Tiered teams with materials, time and training is so helpful in order to increase our overall capacity across the district."

Early Indicator & Intervention Systems

Technical Assistance ($1.9 Million)

Cohorts facilitated in 2023-24:
- Fall 2023 – EIIS Foundations
- Winter 2024 – EIIS at Middle and High School
- Spring 2024 – EIIS at Middle and High School
- *Summer 2024 – EIIS Summer Intensive*
- Fall 2024 – EIIS at Middle and High School
- Winter 2025 – EIIS Foundations
- Spring 2025 – *based on participant interest*

ODE issued a competitive RFP in July 2022 to develop technical assistance modules to support EIIS implementation; Education Northwest was selected to develop and facilitate the Learning Series for 2023-25.

Learning Series topics were based upon a needs assessment:
- EIIS Foundations
- EIIS at Middle and High School
- Early Indicator & Intervention Systems Community of Practice

Ongoing consultation and collaboration with skilled facilitators are available to all participants.

High School Success

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	$138.9 million	$222.8 million	-	$361.7 million

Eligibility for Funds - All recipients must demonstrate eligibility for funds, including:
1. Teacher Collaboration Time around Data
2. Equitable Assignment of Students to Advanced Courses
3. Systems Ensuring On-Time Graduation
4. Practices to Reduce Chronic Absenteeism

2023-25 High School Success Grants Establish or Expand

College-Level Opportunities
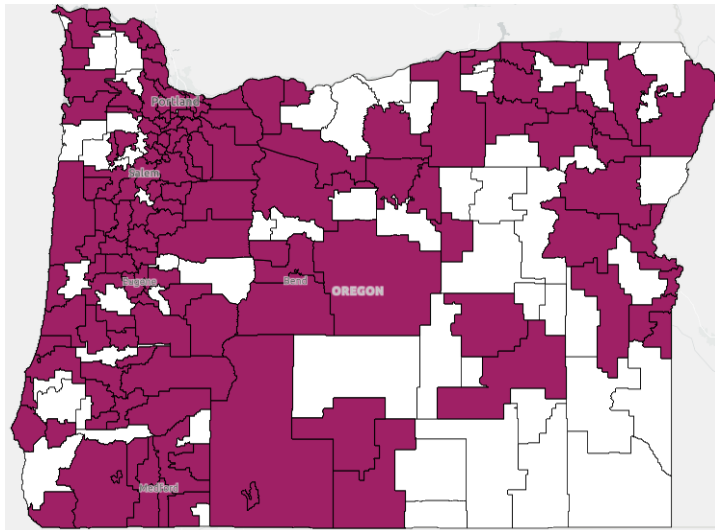
CTE Opportunities
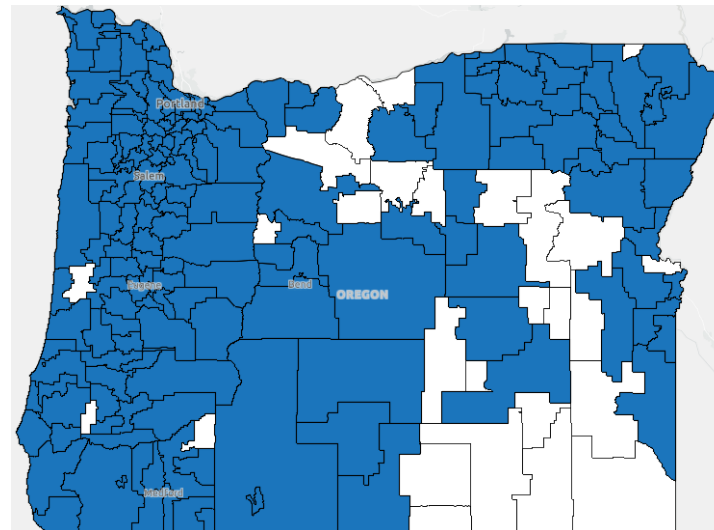
Dropout Prevention Strategies
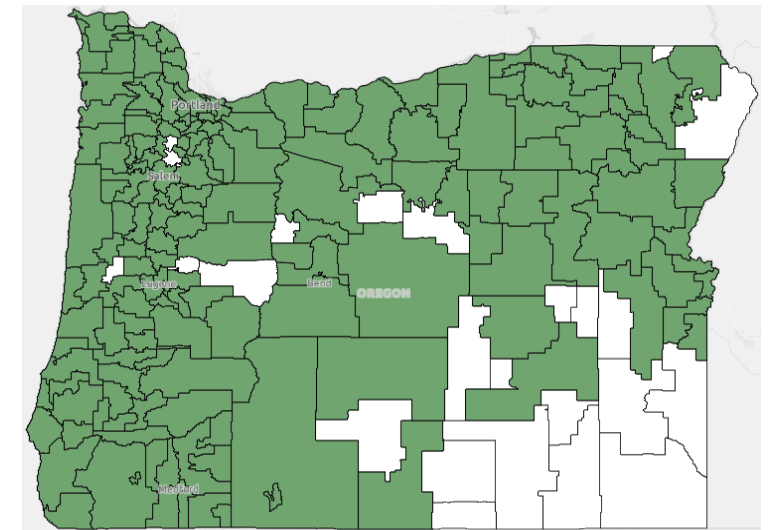
Many districts in the southeast region offer K-8 only. High school students largely attend Harney Union High SD, which budgeted HSS funds in all three categories.

High School Success Grants

2023-25 Biennium Projected Expenditures

Left pie chart:
- Dropout Prevention — 51.00%
- Career Technical Education — 36.70%
- College Level Opportunities — 9.70%
- Indirect Costs — 2.70%

Right pie chart:
- Professional Learning — 2.40%
- Ongoing Community Engagement & Partnerships — 4.70%
- Equipment, Supplies, and Facilities — 10.20%
- Curriculum — 4.40%
- Staff Salaries and Stipends — 74.80%
- Middle School 8th grade only — 3.40%
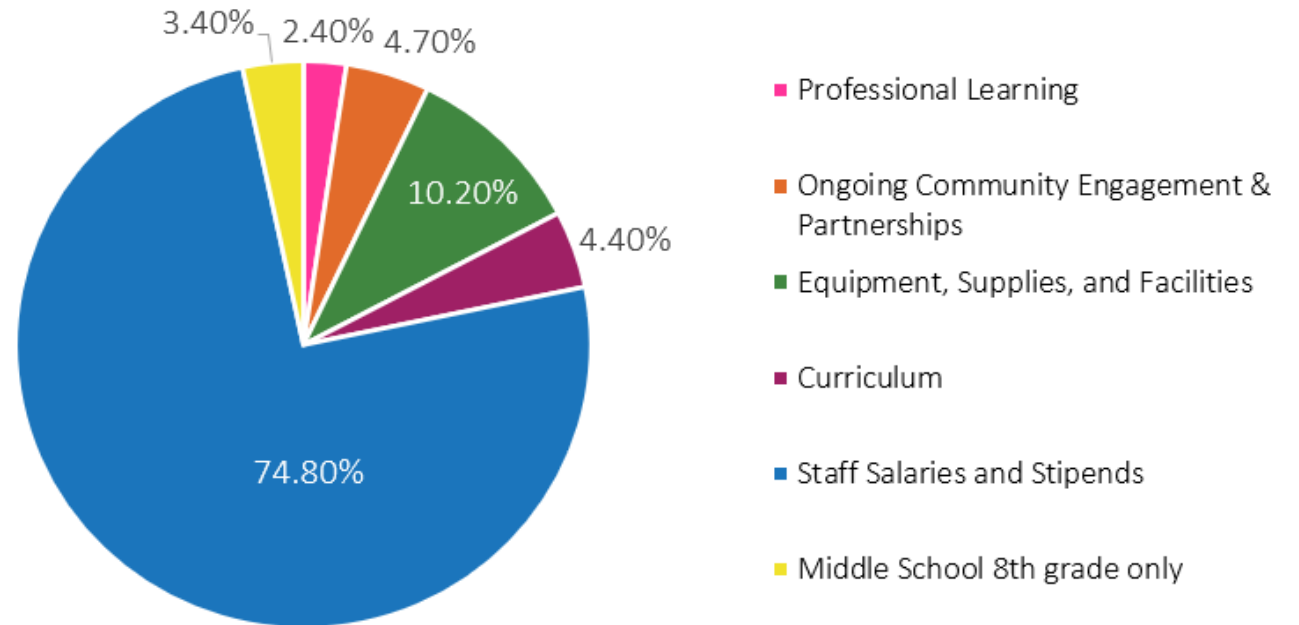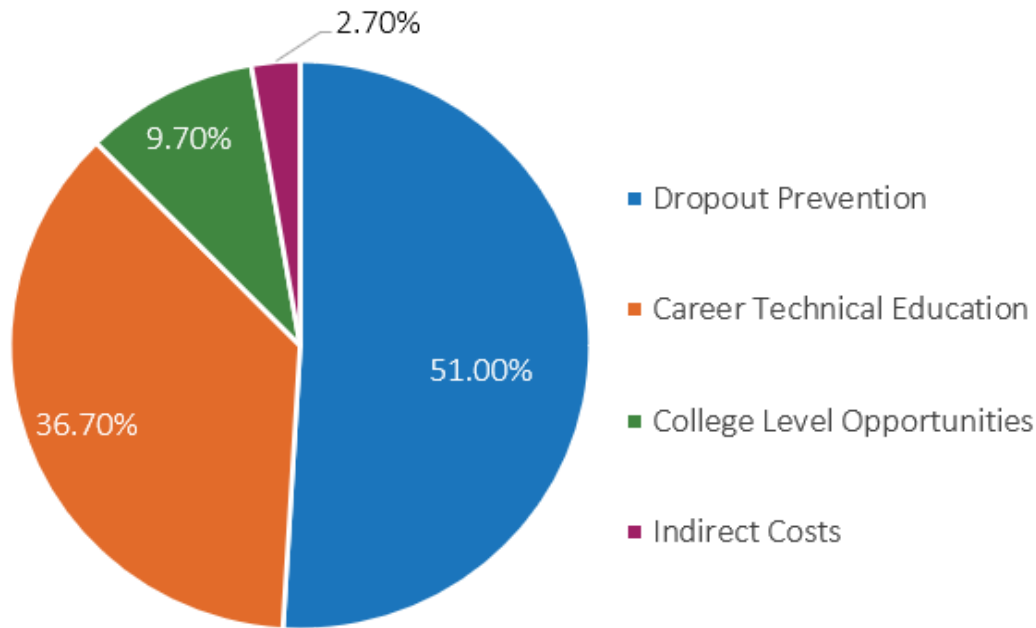
High School Success Grants

One notable outcome where we've seen improvement is in our 9th grade on-track rate, which is now 85.9% -- 7.5% higher than our target for the 23-24 year. This is a key indicator showing that we are starting to see gains in student performance post-pandemic. A major factor in this progress has been the strengthened articulation between middle and high school, with counselors playing a critical role in ensuring smoother transitions.
-Forest Grove SD

Frequent Uses of Funds

Advanced Coursework Access and Support: Districts use funds to expand access to Advanced Placement (AP), International Baccalaureate (IB), and dual credit courses, as well as to provide the necessary academic support to help students succeed in these programs.

Chronic Absenteeism Interventions: Funds are directed toward programs and strategies designed to identify and reduce chronic absenteeism, such as attendance monitoring systems, family outreach, and wraparound services that address barriers to consistent student attendance.

High School Success Corrective Action

Recipients must establish and implement effective systems and processes to:

1. Review data and support students towards graduation
2. Address chronic absenteeism
3. Assign students to advanced courses without bias
4. Ensure students are taking courses required for on-time graduation
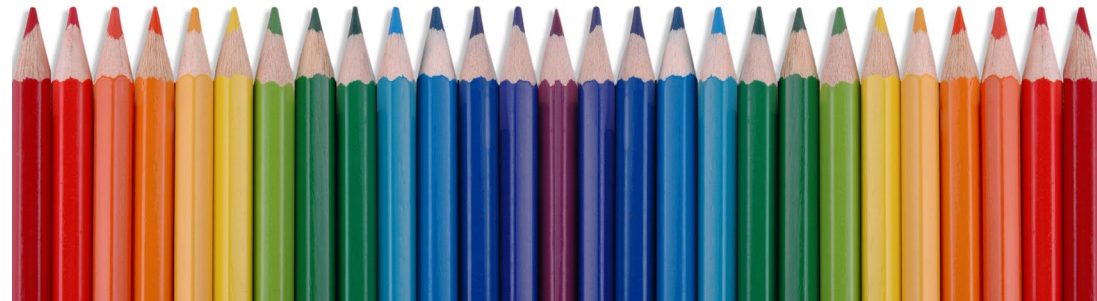
Corrective Action Process and Outcomes:

- In early 2022, 40 out of 224 recipients were identified as not yet meeting eligibility requirements
- A total of $1.3 million in directed funds was allocated, accompanied by technical assistance provided by ODE
- EII staff collaborated with ESDs to support district and school leadership in implementing corrective actions, ensuring sustainable systems of support.
- Districts partnered closely with EII staff to address areas of growth and meet eligibility requirements
- All recipients now successfully meet all eligibility requirements

Reference: Assessing HSS Eligibility Requirements

Secretary of State Report Offers Public Assurance

"While ODE is not able to control legislative decisions about funding and program continuity, this integrated guidance is a substantial step toward reducing duplicative efforts and some degree of volatility. The guidance emphasizes the importance of "tiered" planning, which identifies how program participants can adapt to reductions in funding or a lack of available staff in ways that still support local priorities identified in their needs assessments."

Changes within the Office of Education Innovation and Improvement address several recommendations identified in this and previous audits.

Reference: SOS Audit of HSS

Oregon Department of Education

ODE Continues to Effectively Implement Measure 98 and Increase Collaboration Across Agency Programs

December 2022
Report 2022-33

Student Investment Account

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (GB)
-	-	$1,137.9 million	-	$1,137.9 million

- The Student Investment Account (SIA) was created through the Student Success Act (HB 3427) for the purpose of:
  - ✓ Meeting students' mental or behavioral health needs
  - ✓ Increasing academic achievement for students, including reducing academic disparities for students that have historically been impacted as determined by the State Board of Education
- The SIA is funded by the Corporate Activity Tax (CAT) receiving *at least* 50% of Fund for Student Success.
- Distribution of resources to eligible recipients are governed by a statutorily defined non-competitive formula that follows the State School Fund formula with a double weight for poverty.

Reference: 2023 SIA Legislative Report

* Corporate Activity Tax dedicated to support the Student Success Act of 2019.

Student Investment Account

Allowable Use Categories

Health & Safety

Ongoing Community Engagement

Increased Instructional Time

Reduced Class Size

Well-Rounded Education

* Up to 5% of the total expenditures can also be used for administrative costs.

Student Investment Account

23-24 SIA Spending By Allowable Use

$10,151,614
$24,109,792
$26,716,120
$186,429,669
$109,350,271
$160,247,353

- Health & Safety
- Well-Rounded Education
- Reduced Class Size
- Increased Instructional Time
- Ongoing Community Engagement
- Administrative
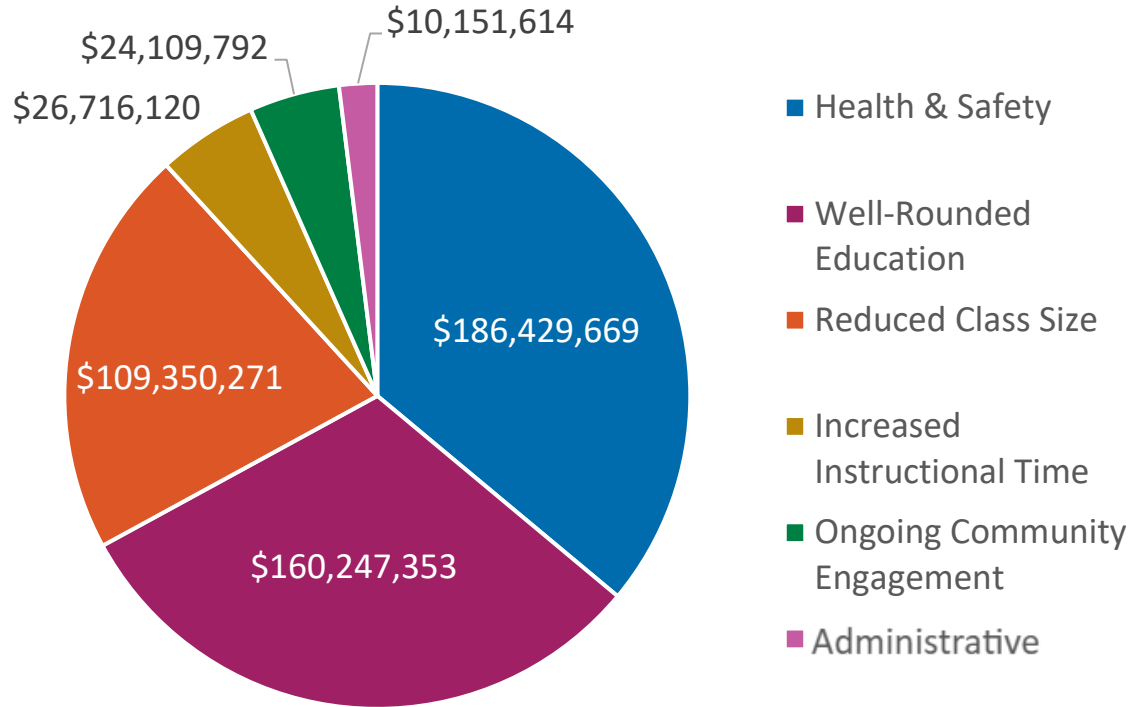
23-24 Top Spending Categories

2.5%
2.1%
3.6%
4.9%
79.8%

- Salaries & Benefits
- Instructional, Professional & Technical Services
- Supplies & Materials
- Capital Expenditures
- Administrative

Oregon Department of Education

311

*Data is unvalidated. Final validated data available in 2025 SIA Legislative report, published Feb. 3, 2025.
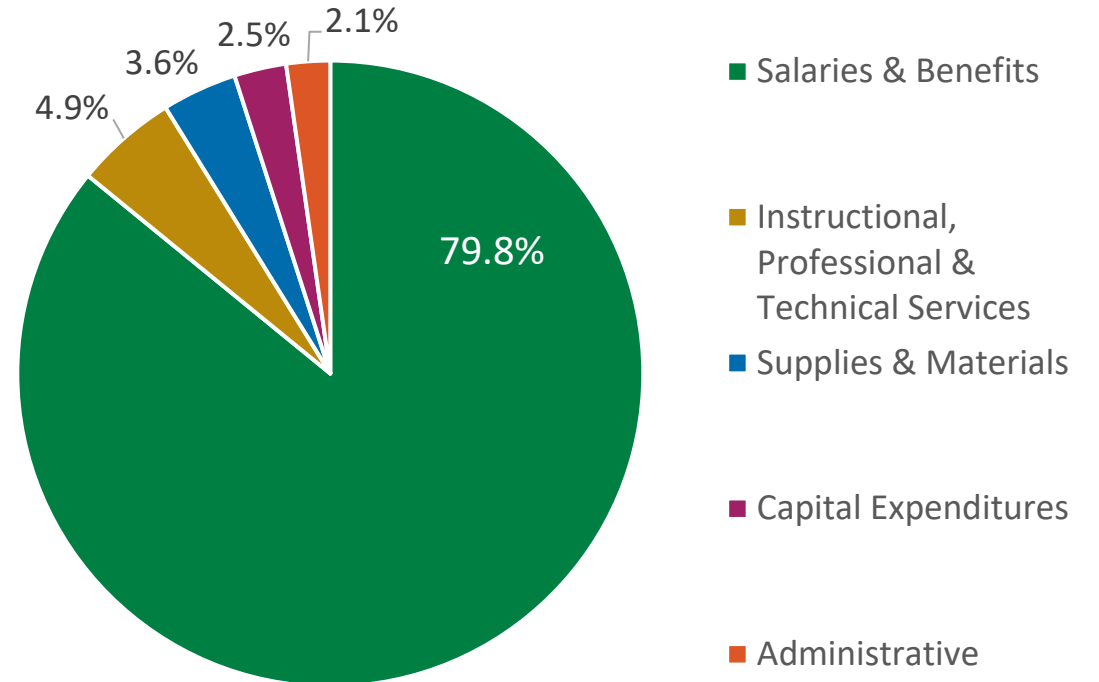
Student Investment Account

2023-24 Top FTE Types – Licensed and Classified
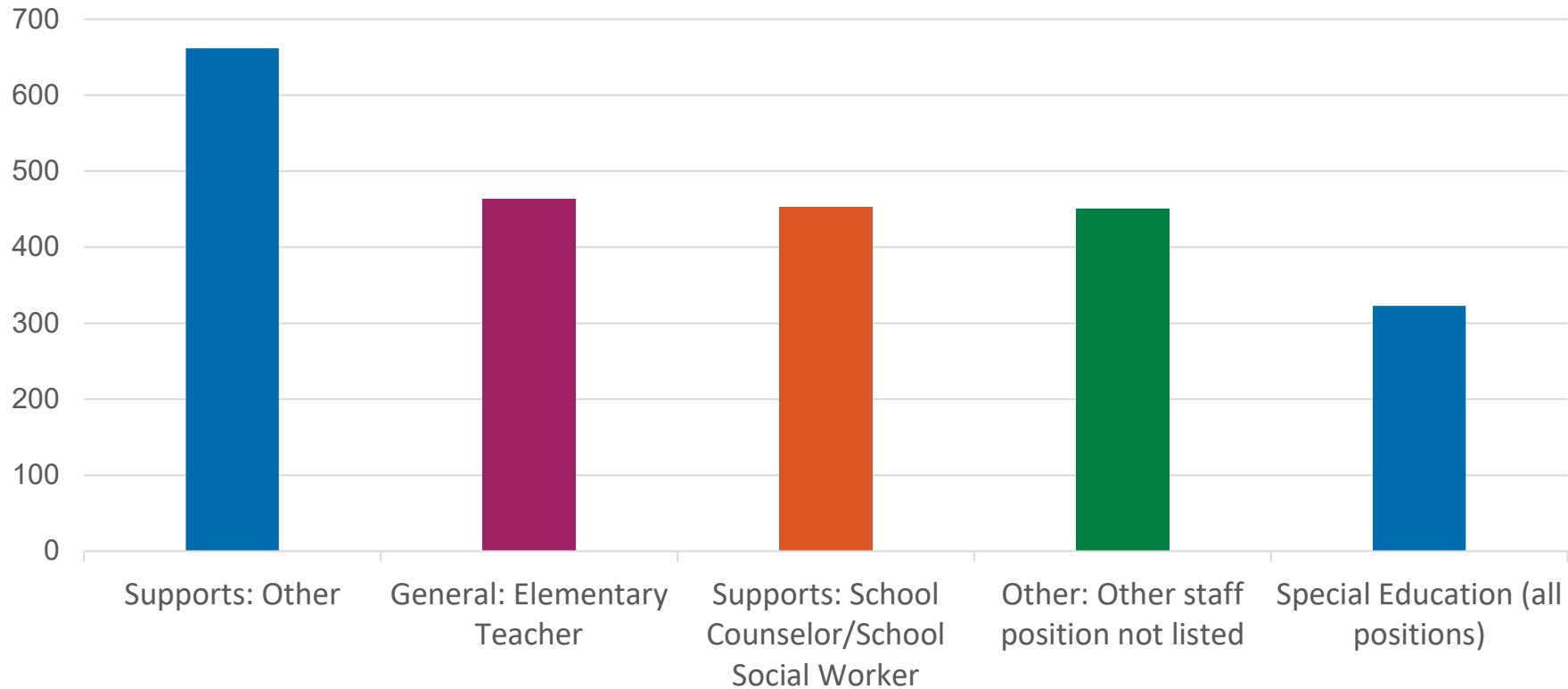
Total FTE: 4,245.8

Some of the FTE may be funded in part by other ODE programs

Student Investment Account

Two plan implementations that are contributing to the overall success of our students was the summer tutoring and the building of the STEM lab. These areas are supported by SIA and are a highlight for us by providing greater access to interventions, preventing learning loss as well as academic progress to remain on track with educational standards. The addition of a dedicated STEM room will give access to our rural, remote students through a much needed and interactive program to promote and encourage 21st century skills and opportunities.
-Adel School District

We are pleased that we met our LPGT for attendance (mostly due to increases at the elementary level). We attribute these successes to the work of our family engagement strategies and personnel dedicated to these efforts. Based on our 3 year trend in 9th grade on track, we set our LPGT at 70% and we exceed that by 4%. We also see graduation rates increasing for our CTE completers. This is due to improving our early tracking, as well as our warning systems being utilized more frequently at the secondary level. In addition, we have restructured the master schedule at the middle school level to increase the number of students participating in our college and career readiness curriculum, and have continued offering a variety of pathways towards graduation and increased options for college-level education opportunities.
-Medford SD

The way we engage with community is much different and more holistic. We conduct annual empathy interviews, and have trained our Engagement Support folks in empathy interviews which are implemented at a smaller scale. The HR team is keeping track of staff hiring trends so that we can track how our hiring reflects our student population. District equity committee (DEC) includes high school students and parents from our most marginalized student groups providing feedback to improve systems. This gives them an opportunity to really talk about what we are doing, improve communications, and support students. The DEC also created a survey last spring about belonging, connection to school, safety, looking at the SEED survey to gain an understanding of our progress.
-Gresham-Barlow SD

Student Investment Account: Implementation

SIA Implementation Status

	19-21	21-23	23-25
Number of Eligible Applicants	210	230	230
Number of Grantees	204*	206**	209
Fully Executed Grant Agreements/Amendments	204	199	209
Percent of Funds Claimed	99%	99%	78%

- All recipients will have until June 30, 2025 to expend their 2023-24 grant funds. Any funds not expended by June 30, 2025 will be returned to the Department.

* One grantee included 7 districts applying in Consortia. ** One grantee included 7 districts and another grantee included 2 districts applying in Consortia.

Student Investment Account: Eligibility Requirements

- All Oregon school districts, non-virtual public charter schools, Youth Corrections Education Programs (YCEP) and Juvenile Detention Education Programs (JDEP)* are eligible to apply for the non-competitive SIA grant funds as calculated through the funding formula.

- To apply for funding for the 2023-25 biennium, eligible applicants were required to submit an Integrated Application.

- The Integrated Application process required all eligible applicants to engage focal student groups, their families, the broader community, and staff to gather input to inform their Integrated Plan, including planned investments within the allowable use areas.

- In the 23-25 biennium, all applicants met requirements after providing additional information or remedying components of the application that did not initially meet requirements.

* YCEP and JDEP sites became eligible applicants with the passage of HB 2060 in 2021.

Student Investment Account: Implementation

- Reviewing programmatic and financial progress quarterly and annual reports submitted by recipients.
- Co-development of Longitudinal Performance Growth Targets (LPGTs) with grantees and ODE upon completion of 23-25 application, setting 5 years of targets for the five, common metrics.
- Launching professional learning and coaching contracted through RFPs for SIA Technical Assistance and Coaching dollars, including two initial professional learning series around community engagement and equitable mindsets, with a professional learning series on systems and practices launching Spring 2025.
- Creating alignment with other initiatives through the Integrated Guidance including co-producing, "Centering Health and Well-Being in Education'' with OHA.
- Completion of the SIA Performance Review in partnership with grantees.

Career & Technical Education

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$17.7 million	-	-	$37.6 million	$55.3 million

Key Initiatives:
1. CTE Revitalization Grants
2. Secondary Career Pathway Fund
3. Student Leadership Organization Grants
4. Future Farmers of America
5. Future Farmers of America Association Summer Program
6. Carl D. Perkins Grant

* Corporate Activity Tax dedicated to support the Student Success Act of 2019.

CTE Revitalization Grants

$7.0 Million

Established in ORS 344.075 to provide competitive grants to school districts, education service districts, public schools, or public charter schools to enhance collaboration between education providers and employers.

Grant awards continued to focus on addressing innovation in the delivery of CTE programs to students

- Expansion and growth of CTE programs and students served
- Providing students with career connected learning opportunities
- Building career pathways for students that lead to high-wage and in-demand occupations

In 2023-25, ODE awarded 31 grants that resulted in increased CTE opportunities for students in 74 high schools from Bethel to Willamina and in communities across Oregon.

Career Pathway Fund

$7.8 Million

The Career Pathway Fund encourages the continued growth of CTE programs of study throughout Oregon's schools.

Grants are allocated and awarded to school districts on the basis of students enrolled in a qualified CTE program of study in the previous school year.

Grants awarded to school districts must be expended on the CTE program of study that served the qualifying student for which the funds were received.

In 2023-24 these outcome-based incentive grants were awarded to 746 CTE programs.

Around half of students served by these funds were identified as "underserved."

Credentials earned: over 1500--almost double from 2 years ago.

Grants range from $2,000 to $45,000 per CTE Program of Study, per year.

CTE Student Leadership Organization Grants

$0.7 Million

CTE Student Leadership Organization Grants provide funding to school districts, and/or community organizations that help to build and enrich local chapters of Career and Technical Student Organizations (CTSOs).

CTSOs provide opportunities to students to develop leadership, academic and career skills, and the opportunity to extend learning from the classroom to the community and beyond.

The purpose of the grants are to:
➢ Increase leadership opportunities for students
➢ Assist in developing fiscal independence
➢ Develop strong industry relationships
➢ Discover resources to develop sustain operational structures

In the 2023-25 grant cycle, ODE provided awards to 133 CTSO chapters in seven organizations, including 44 new chapters.

FFA Association Leadership Programs

$1.43 Million

A separate General Fund appropriation was made for this grant program, specifying the amount to be expended to the Oregon FFA Association

ODE was directed to coordinate with the Oregon FFA Association to:

- Provide FFA leadership opportunities, services and National FFA Organization membership to all students enrolled in CTE Agriculture Science and Technology Programs of Study.

- Provide financial support for FFA leadership development and training within the following areas: Local leadership instruction, leadership training of FFA chapter officers, leadership conferences for first-year FFA members and training for FFA State Officers.

- Coordinate and host a minimum of 24 state-level career development events throughout the year, focused on agricultural career exploration and preparation.

- Coordinate student recognition and awards programs in conjunction with state and National FFA conventions.

- Work with the Oregon State Fair to plan and implement FFA participation at the Oregon State Fair.

- Provide general and financial administration, communication, membership activities, and management of FFA programs.

FFA Association Summer Programs

$0.7 Million

Section 3 of the bill directs ODE to establish and administer a grant program for the purpose of funding extended duty contracts in school districts to allow the licensed CTE teacher / FFA Advisor to manage FFA activities designed for student engagement. The funds are available for all approved CTE Programs of Study in agricultural science and technology during the summer months between school years.

A separate General Fund appropriation was made for this grant program, specifying the amount to be expended to the Oregon FFA Association for the summer programs.

Carl D. Perkins Grant

$37.6 Million

The federal Carl D. Perkins grant is designed to expand opportunities for every learner to explore, choose, and follow career and technical education (CTE) programs of study and career pathways to earn credentials of value through secondary and postsecondary education entities in partnership with business and industry; funds are used to improve quality of CTE programs and promote equitable access.

Federal funding is provided to states through a federal formula in which 85% is targeted as grants to local education organizations and 10% is for state education agency projects. The remaining 5% is for administration.

In 2022-23, approximately 150,000 students were served in more than 200 high schools, 17 community colleges, 7 youth correctional facilities, and 1 adult correctional facility.

Intensive Program & Student Success Teams

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	$27.2 million	-	$27.2 million

- The Student Success Act established an Intensive Program (IP) "for school districts with the highest needs in the state."
- The IP represents an evolution from past district improvement programs and strives to set the right balance between support and accountability.
- To date, four districts have accepted invitation to the program. Eight districts have declined the invitation into the program.
- The Department anticipates serving 5 to 8 of the highest-need school districts in the state during the 25-27 biennium.

* Corporate Activity Tax dedicated to support the Student Success Act of 2019.

Intensive Program & Student Success Teams
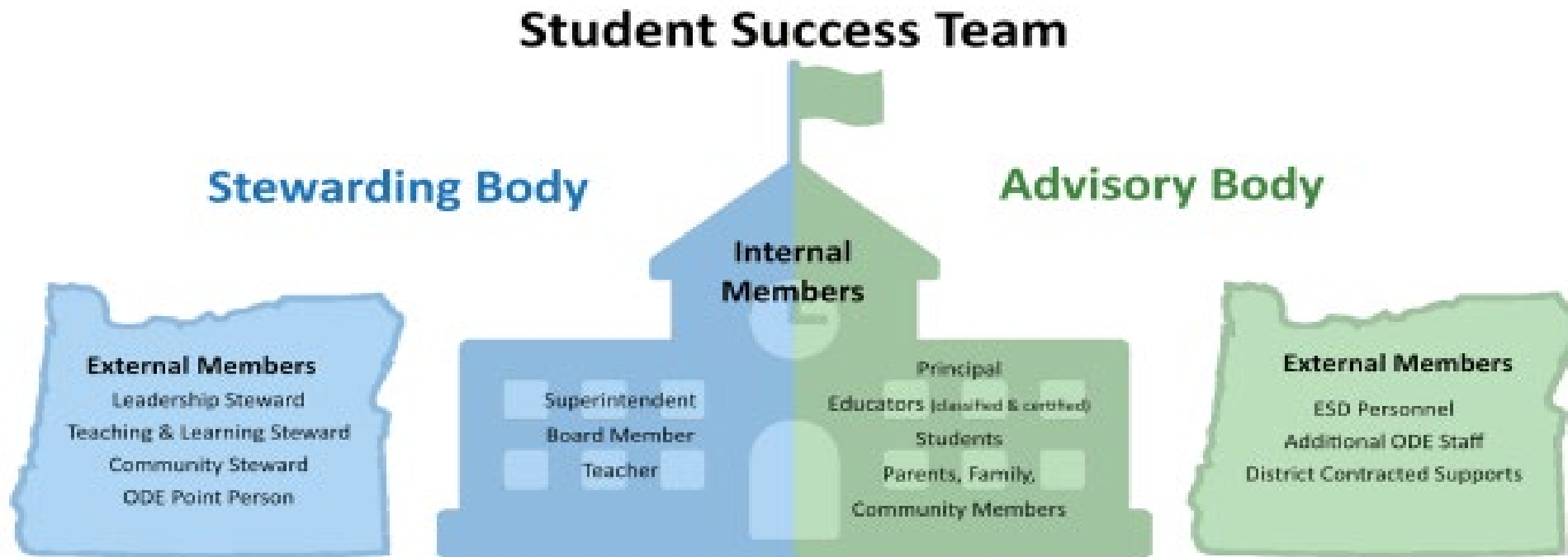
Reference: Intensive Program Overview

Federal School Improvement (CSI/TSI Schools)

Federal School Improvement (CSI/TSI Schools)

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	-	$23.0 million	$23.0 million

The Oregon Department of Education first identified schools for comprehensive and targeted support and intervention in the Fall of 2018 and launched a revised support model that aimed to situate school performance as part of the larger school district system.

The revised model empowers educators, students, families and communities to all work together to improve educational outcomes for students in all 36 counties in the state. Oregon's ESSA Plan calls for making necessary investments where they are needed most – and where they belong – and putting the resources where they need to be – with each student. This model replaces an outdated, counterproductive punitive approach that labeled schools rather than fully support them.

* **Corporate Activity Tax dedicated to support the Student Success Act of 2019.**

Federal School Improvement (CSI/TSI Schools)

- ODE is currently supporting 437 total CSI and TSI schools during the across 116 school districts. These schools and districts are at various phases of support.

- Identified schools are required to develop or revise a school improvement plan, in accordance with the *Aligning For Student Success – Integrated Guidance.*

- Each summer, ODE requests that school districts and schools provide ODE a progress update. These updates askes for an overview of needs assessment process and improvement activities as well as local data and evidence and sustainability efforts. ODE staff reviewed these updates in conjunction with revised accountability data to determine what adjustments to support may be needed.

ESD Technical Assistance

ESD Technical Assistance

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	$44.6 million	-	$44.6 million

- ORS 327.254 (1)(L) and (2)(a-e) provides for funding from the Corporate Activity Tax to support Education Services Districts in delivering technical assistance to school districts in their region, which is determined through a statutory formula defined in ORS 327.254 (a). The formula was updated in 2021 by the Legislature to create floor funding for the smallest regions.

- With the implementation of Integrated Guidance, ODE added additional funding through general funds, other funds, and federal funds to support ESD regions. This includes funds to support:
  - Every Day Matters
  - High School Success
  - Small & Rural Supports

* Corporate Activity Tax dedicated to support the Student Success Act of 2019.

Strengthening and Aligning ESD Supports

- Each ESD has at least 1.00 FTE working in the role and function of a Liaison, which serves as a primary point of contact and can support collaboration with ODE.

- ESD teams are consistently participating in plan ODE virtual and in-person meetings, learning opportunities, and regular communication via email and phone with ODE staff.

- Technical assistance includes support and training in developing, implementing, and reviewing School District Plans for the Integrated Guidance as well as support and coordination between the district and ODE for ongoing technical assistance and coaching to school districts to implement the plans.

Small & Rural School and District Support

- Sustained state funding beyond GEER to continue dedicated support for small and rural schools and districts

- Provide responsive and intensive support to small and rural school districts - required for districts (component and non-component) under 1650 ADMw, but can support districts up to 2000 ADMw - allows direct support to relieve administrative burden for any of the 140+ programs ODE administers

EII Support and Improvement Opportunities

CONTINUUM OF SUPPORTS AND IMPROVEMENT OPPORTUNITIES

Improving and strengthening educational offerings often works best when effort is mutual and the focus is shared. **All districts and schools can make use of these supports and improvement opportunities across all programs.** ODE is a state educational agency and holds a range of responsibilities and expectations to support innovation and improvement. ODE aims to meet its obligations through the following continuum of offerings:

TECHNICAL ASSISTANCE → **PROFESSIONAL DEVELOPMENT** → **COACHING** → **CORRECTIVE ACTION**

Professional Learning Website: OEII launched a Technical Assistance, Professional Learning, and Coaching website with "one stop" access for districts, including access to the Engaging Equity Modules.

Customized Coaching & Professional Learning: For 2023-25, four focus areas offered to districts – Early and Middle Literacy, Fiscal Stewardship, Equity & Community Engagement (district). For 2025-27, adding several new focal areas: Mental Health, Family Engagement (school & classroom), Equity Centered Data Literacy, Student Success Systems, Adolescent Literacy, Leadership for Continuous Improvement, and Multilingual Learner Support.

Corrective Action

Corrective Actions: ODE is guided by the values of accountability and integrity, which undergird ODE's responsibility to ensure that grant recipients meet expected performance targets, eligibility qualification, and legal requirements. Within the scope of this guidance and the initiative covered, ODE will intervene to ensure that compliance is achieved when a grant recipient does not meet specific requirements or outcomes, including, but not limited to:

- Longitudinal Performance Growth Targets
- At least 90% of the Perkins performance targets at the consortia or direct grant recipient level
- HSS Eligibility requirements
- Application alignment with available performance and demographic data
- Misuse of or inadequate reporting of finances
- Community engagement priorities
- Observing all civil rights laws.

Performance and Evaluation
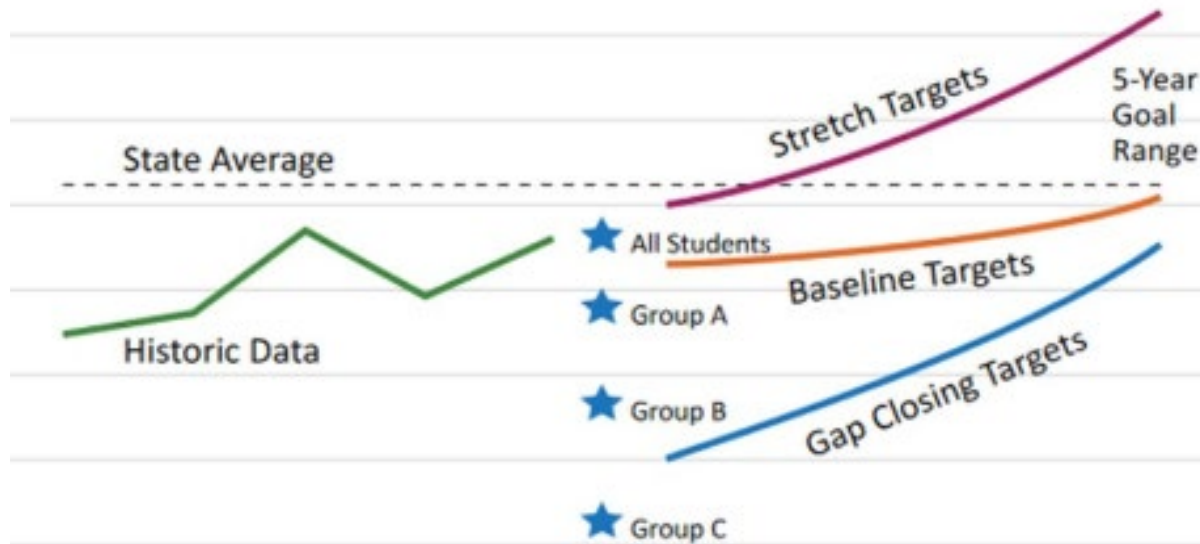
Performance Framework for Grant Recipients:
- Longitudinal Performance Growth Targets (LPGTs) for the five common metrics for all students and focal group students;
- Local Optional Metrics;
- Progress Markers;
- HSS Eligibility;
- CTE Perkins V Performance Targets;
- Federal School Improvement Accountability

Developing Evaluation Capacity and Framework within ODE:
- OEII has contracted the Center for Research Evaluation to support the development of a meaningful *learning* approaching to monitoring and evaluation for the programs aligned in the Integrated Guidance.

2025-27 Governor's Budget Investments or Reductions

Reductions

- High School Success Grants - $18,311,868
- Intensive Program Grant - $18,510,246
- ESD Technical Assistance Grant - $7,500,000
- OEII Operations - $7,515,145
- CTE Revitalization Grant $832,103
- CTE Career Pathways Fund - $1,001,319
- Student Leadership Center - $93,800
- Future Farmers of America Association - $184,612

* Corporate Activity Tax dedicated to support the Student Success Act of 2019.

Questions?

Office of RADAR

1. **Assessment & Student Reporting**
   - Oregon State Assessment System (K-2, Science, Mathematics, English language proficiency, and English language arts)
   - Balanced assessment system (including formative resources, interim tests, and summative tests)

2. **Research & Measurement**
   - Psychometrics for Oregon's State Assessment System
   - Quality Education Commission
   - National Assessment of Educational Progress
   - Research

3. **Reporting, Accountability, and Data**
   - Federal and state data collection, storage, maintenance, analysis, and reporting

- *Where have we been?*
- *Where are we?*
- *Where are we heading?*

RADAR Organizational Chart
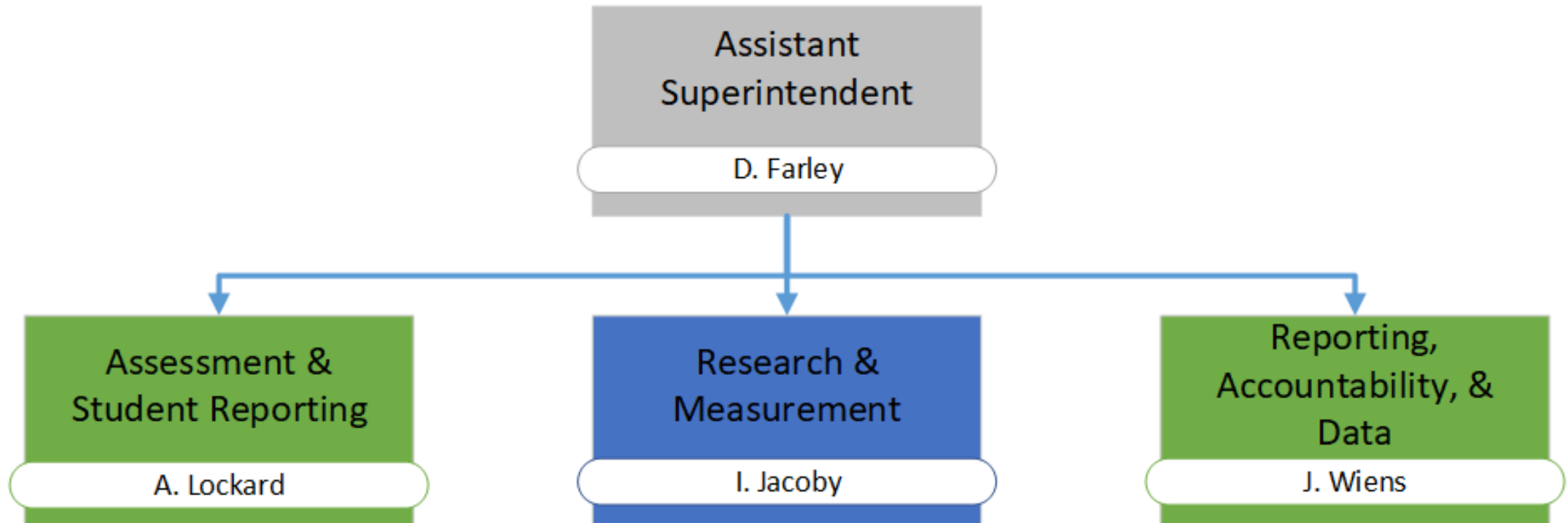
Commitment to Data Justice

"*Data justice is an approach that redresses ways of collecting and disseminating data that have invisibilized and harmed historically marginalized communities. For decades, if not centuries, data has been weaponized against BIPOC communities, in particular, to reinforce oppressive systems that result in divestment and often inappropriate and harmful policies. Data justice aims to capture forms of knowledge and lived experiences that are community-centered and community-driven to counter the systemic erasure and harm perpetrated on BIPOC communities via oppressive data practices. The fundamental premises of data justice are that data should: (1) make visible community-driven needs, challenges, and strengths; (2) be representative of community; and (3) treat data in ways that promote community self-determination.*"

— Coalition of Communities of Color

ODE Data & Research Architecture

Oregon Department of Education
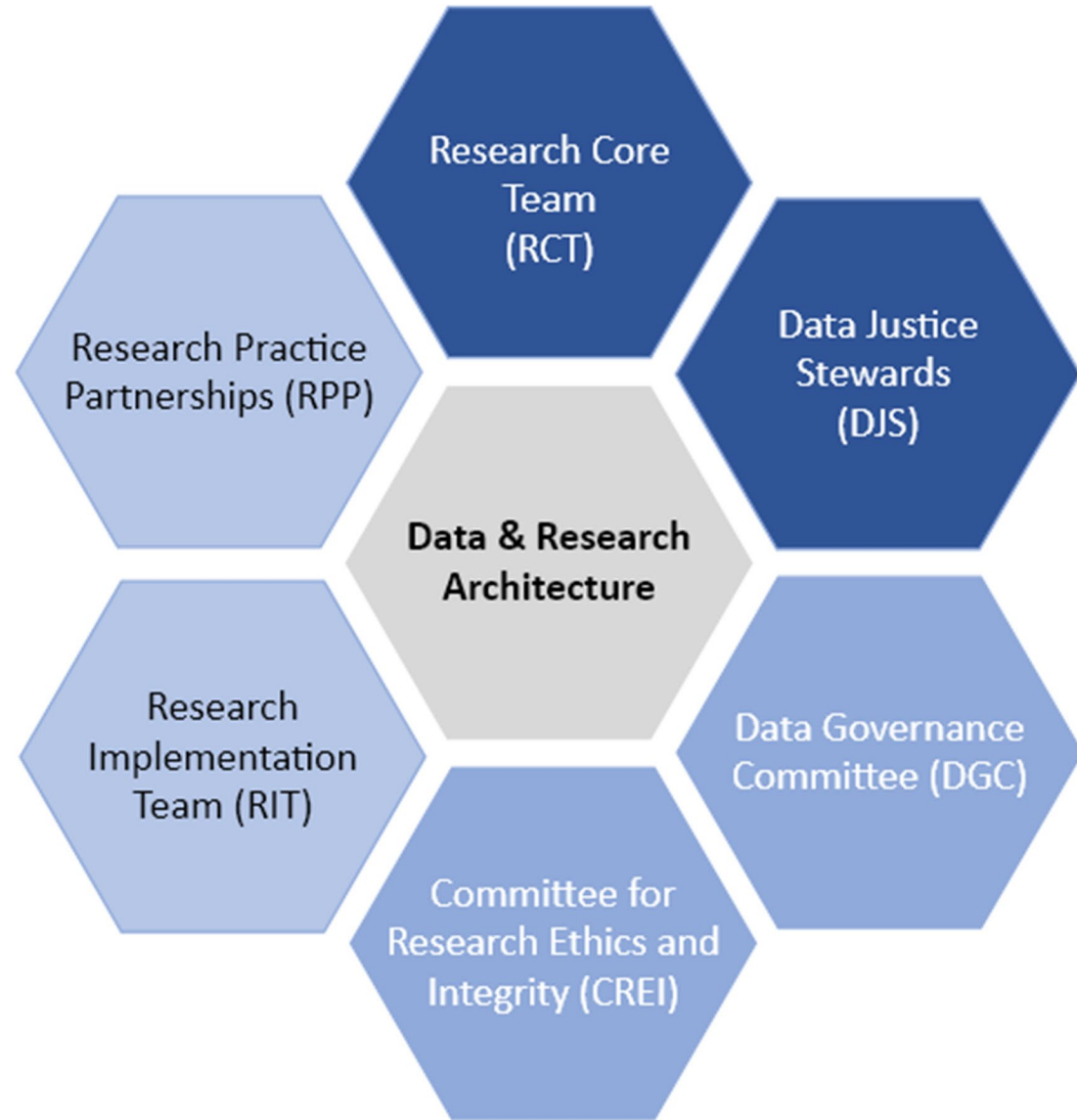
Assessment & Student Reporting Team Expenses

Assessment Team staffing and operations

Testing content (items)

- Development
- Licensing

Administration, scoring, reporting

- Student testing experience
- Scoring of student tests
- Reporting student results
- Managing the data system
- Data and content security
- Quality assurance

Research & Measurement Team Expenses

- Staffing and operations
- Administration of ODE Data and Research Architecture
- Psychometric validation of Oregon State Assessment System (including SEED Survey)
- Support for the Quality Education Commission
- National Assessment of Educational Progress Administration

Qualitative

- Answer "Why?" question — **Purpose**
- Observation, Symbol, Word etc. — **Data type**
- Observe and interpret — **Approach**
- Grouping of common data /non-statistical analysis — **Analysis**

Quantitative

- Answer "How many/much?" question — **Purpose**
- Number/Statistical result — **Data type**
- Measure and test — **Approach**
- Statistical analysis — **Analysis**
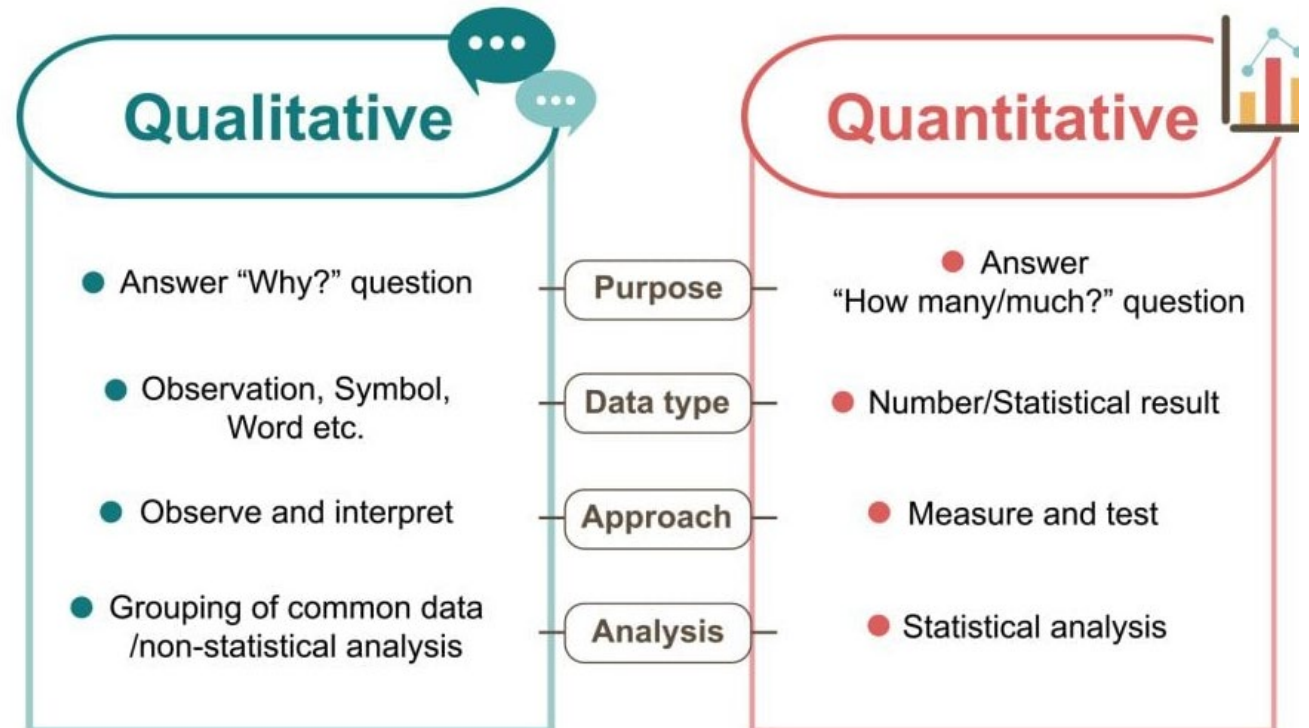
Reporting, Accountability, and Data Team Expenses

Staffing and operations

- Data Collections

- Assessment Data Processing

- Accountability Reporting

ESD Partners Support for Districts
- Assessment Support
- Data Collection Support
- Accountability Validation Support

Oregon Online Report Card

- Web accessible reports for every school, district, and the state.

- Available in a fully Spanish language version.

- Provides data in multiple formats: bar, data tables, spreadsheet downloads

- Allows comparisons between individual schools, districts, and the state.

Oregon Department of Education

[Online Report Card Link](#)

Elevating Voice in Education Survey (EVE Survey)

- [Elevating Voices in Education Survey](#) opened on February 4, 2025 and is open through March 21, 2025

- Open for all educators and staff in Oregon's K-12 education system

- Anonymous and confidential

- Replaces the Oregon Educator Survey (formerly called the TELL Survey)

EVE Survey Spring 2024 Pilot

- **6 domains**
  - Workplace climate, professional learning, well-being, students, equity, and job satisfaction

- **24 multiple choice items**
  - Most items have four or more multiple interactions
  - 3 items have a brief constructed-response option

- **Estimated response time is 10-40 seconds per item (10-15 minutes overall)**

- **Target respondents**
  - Licensed educators, administrators, and classified staff who are employed by a public education provider or under contract to provide services to a public education provider
  - Pilot Survey Goal: 25 percent response rate (approximately 12,000 staff, 7,000 teachers, and 1,000 school, district, and ESD administrators)
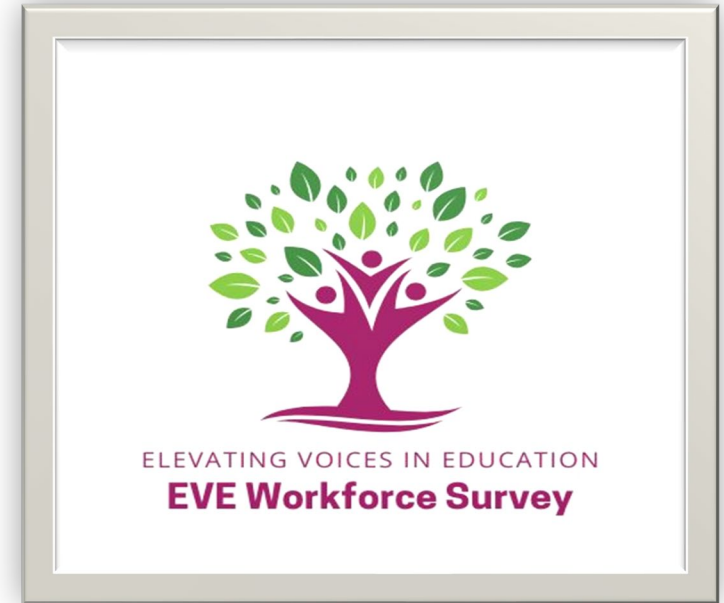
Student Educational Equity Development Survey

- Centers student voice in our education system
- Captures student perceptions of their:
  - Access to Learning Resources
  - Opportunity to Learn
  - Self-Efficacy/Beliefs
  - Sense of Belonging
- SEED Survey Research Briefs
  - Sense of Belonging: Predictive Factors
  - Sense of Belonging: Connection to Outcomes
  - In Their Own Words: Analysis of Student Short Answers
 - Extra-curricular Participation and Barriers

SEED Survey Link & 2023-24 SEED Survey Report Link

SEED Survey Connections

- <u>Definition</u>: Students' social and emotional connection to school.

- **Students who have a higher sense of belonging also have higher test scores. Social connection (and social exclusion) is intimately tied to students' cognitive development and executive function.**

Percent of Students Who Agreed with three Sense of Belonging - Comfortable at School Items, by Grade
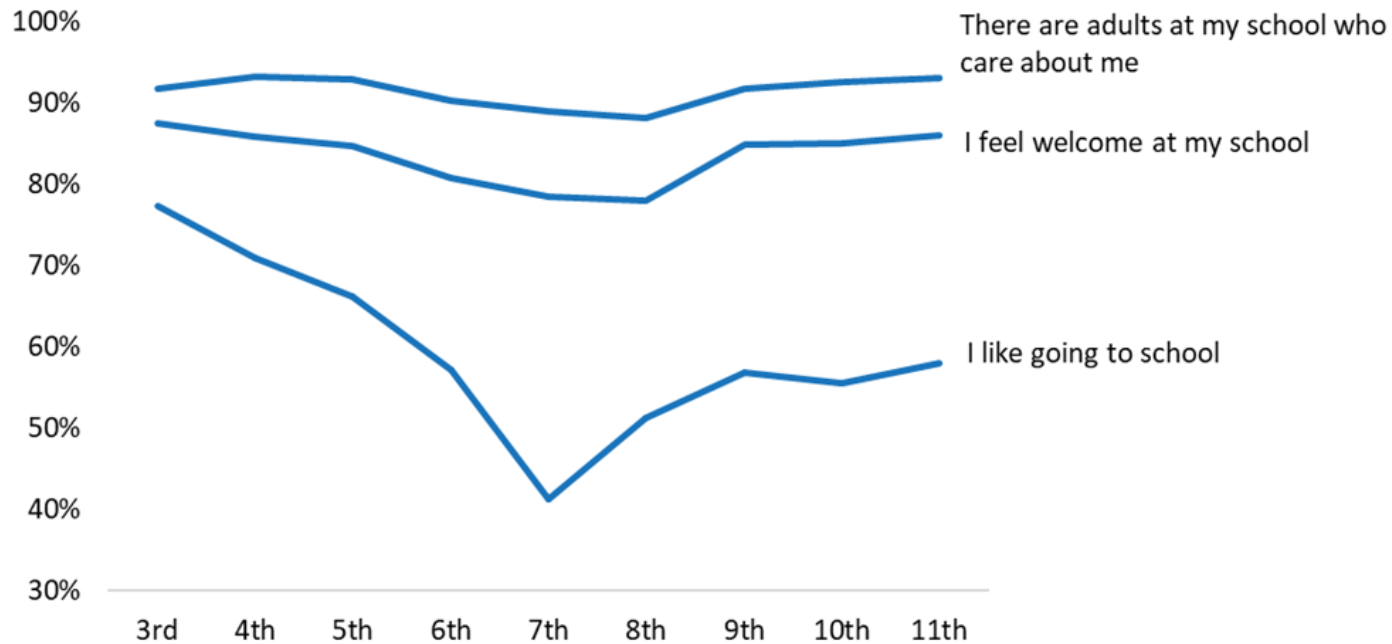
"When I was in elementary school all the teachers and staff in the office would know your name and know YOU. But I feel like it's not the same in middle school, I mean of course there are way more students; but I felt really welcomed and loved at my elementary school, so I hope I can feel the same way here."

Oregon's State Assessments

Assessment	Required Grades	Basis of Requirement
English Language Arts (ELA) & Mathematics	3 – 8 and 11	ESSA Section 1111(b), ORS 329.485, OAR 581-022-0610
Science	5, 8, and 11	ESSA Section 1111(b), ORS 329.485, OAR 581-022-0610
Social Sciences (optional)	5, 8 and 11	ORS 329.485, OAR 581-022-0610
English Language Proficiency (ELPA)	K– 12	ESSA Section 1111(b), OAR 581-022-0610
Community-Informed Information Gathering Process (pilot)	K	OAR 581-022-2130
National Assessment of Education Progress (NAEP)	4 and 8	ESRA, Title III, sec. 303, ESSA
PreACT	10	ORS 329.488
Local Performance Assessment	3 – 8 and high school	OAR 581-022-0615

Assessment Vendor Costs

For the **2025-27 Biennium**, the vendor costs to administer the Oregon State Assessment System are predicted to be **$30,854,358**

$22,739,074 for maintenance and operations of online test delivery system

- Management of online users (student test settings, test administrator and district user accounts)
- Administration, scoring, and reporting of online tests (math, ELA, science, social sciences, and ELPA)
- Science item content
- Development of training materials and technical manuals
- IT security and data management

$510,000 for supporting the 2025-27 Community-Informed Information Gathering Pilot ($3.36 million to scale up statewide)

$5,295,284 for ELA and math summative and interim item content

$300,000 for science summative and interim content

$1,500,000 for ELPA and Alt ELPA summative and screener item content

[Note: $1,784,282 for the Oregon Extended Assessment (IDEA funded)]

National Assessment of Educational Progress

2025-27 biennial budget for NAEP projected to be approximately $535,835

- The annual budget for April 1, 2025 - March 31, 2026 is $263,958
- For the next term, the budget is projected to be $271,877

Quality Education Commission (QEC)

- The Legislature created the 11-member Quality Education Commission in 1999 (codified in 2001) to research best education practices and determine the resources needed to provide an optimal public education system, creating the Quality Education Model (the 14th QEM Report published 8/2024)

- QEC Members are appointed by the Governor and confirmed by the Senate and serve four-year terms

- The QEC reports these findings to the Legislature and Governor every two years

- The QEM is updated and enhanced to incorporate current effective practices and evaluate education policy proposals with each report

- The QEM is currently being evaluated by researchers at the American Institutes for Research (AIR), who will make recommendations regarding how to improve the model

- The Office of RADAR staffs and supports the QEC
  - ESS-1 for meeting coordination
  - RA-4 for updating the QEM, and related analyses and reporting
  - Assistant Superintendent as main point of contact

Governor's Recommended Budget Investments or Reductions

Reductions and Technical Adjustments

- Reduction of Personal Services of $275,064.00 General Fund (Pkg 090)

- Reduction in Services and Supplies of $1,497,848 General Fund (Pkg 090)

- Reduction in Services and Supplies of $4,283 General Fund (Pkg 092 Attorney General Reductions)

Oregon Department of Education

Questions?

Office of Teaching, Learning & Assessment

Alexa Pearson

Assistant Superintendent

Oregon Department of Education
The Work of the Office of Teaching, Learning and Assessment

- Uplifts student learning by articulating clear, compelling, equity-centered, and content-specific standards aligned to Oregon's assessment system, guidance, and resources for teaching and learning, and supporting local implementation of instructional standards and materials

- Includes implementation and monitoring of Division 22 and Federal Programs under ESEA to ensure evidence-based practices

- Leading statewide literacy, summer learning, and well-rounded learning strategies, including dual immersion, digital learning, physical education, health, social and emotional learning, school counseling, STEM initiatives
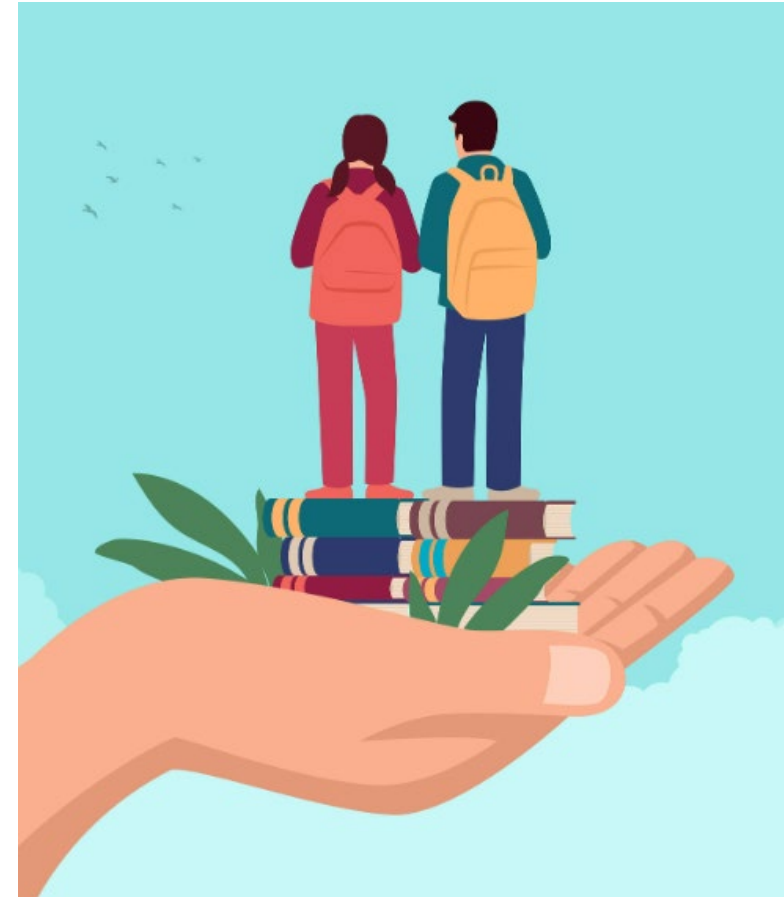
Alexa Pearson
Assistant Superintendent
Teaching, Learning and Assessment

356

Uplifting Learning & Belonging

Guiding Values

- All children have infinite potential.
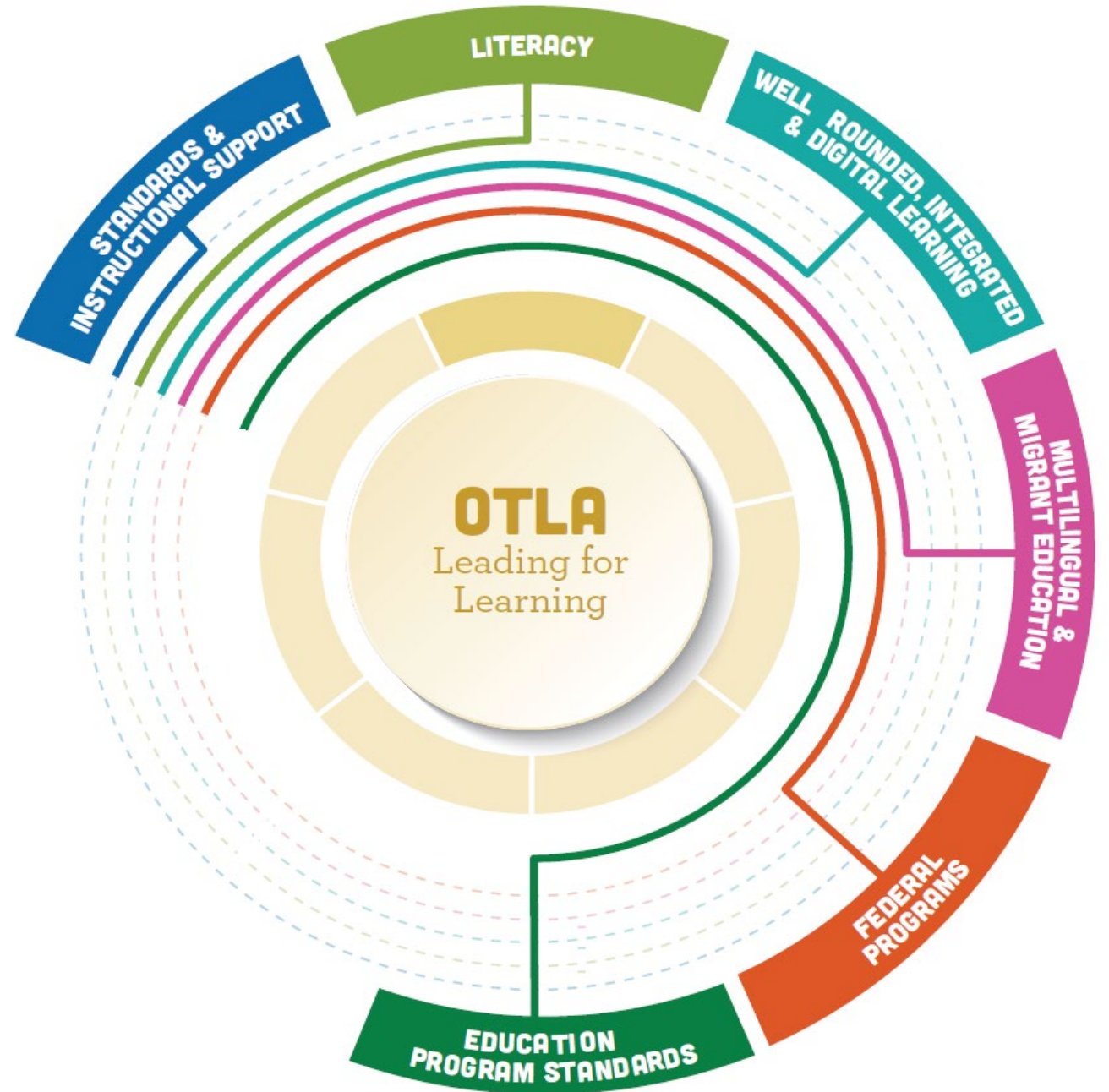- Multilingualism benefits everyone.
- Teacher knowledge and practice is critical.
- Families and communities play an important role.
- Belonging and wellness allow for deep learning.

Office of Teaching, Learning & Assessment

2023-2025

- 6 Directors
- 72 Staff Members
- 13 bills implemented
  - o 7 bills came with new funding
- 6 legislative reports
- 2 Governor's priorities

2025-27 Current Service Level for State Programs (in millions)	GF	OF	OF-CAT*	FF	Total
Title I A/D Improving Basic Operations Operated by LEAs	-	-	-	$335.6	$335.6
Title II-A Supporting Effective Instruction	-	-	-	$42.6	$42.6
Title IV-A Student Support & Academic Enrichment	-	-	-	$24.6	$24.6
McKinney Vento (Homeless)	-	-	-	$1.6	$1.6
Migrant Education	-	-	-	$53.0	$53.0
Title III- English Learners	-	-	-	$15.5	$15.5
Title IV-B 21st Century Community Learning Centers	-	-	-	$23.2	$23.2
Menstrual Dignity Act	$2.6	-	-	-	$2.6
Well-Rounded Learning Grant	-	-	-	$5.6	$5.6
Foster Care Transportation	-	$2.2	-	-	$2.2
Supporting Accelerated Learning Opportunities	$3.1	-	-	-	$3.1
Math Pathways Grants	$2.1	-	-	-	$2.1
STEM Regional Network Grants	$7.3	-	-	-	$7.3
STEM Innovation Grants	$5.7	-	-	-	$5.7
Physical Education for Every K-8 Student (PEEK)	$1.6	$3.3	-	-	$4.9
All Other Federal Grants	-	-	-	$13.0	$13.0
Total Teaching & Learning Programs	**$22.7**	**$5.5**	**$0.0**	**$514.6**	**$542.6**

Standards and Instructional Support

Developing the academic standards

Providing guidance, resources, and technical assistance related to instruction

Evaluating the instructional materials adopted by the State Board of Education

Administering the Math Pathways, Early Reading, PEEK-8 grants, One-Time Funding from the 2023-25 Biennium

Oregon Department of Education
Grant-In-Aid: Mathways Grants

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

Purpose of Oregon Mathways funding:

- Support **changes in secondary math teaching and learning** to improve student engagement and preparation for college and career.
- Support work to **align K-12 and higher education systems** though collaborative opportunities within Oregon, as well as connecting with 20 states working on high school pathways.

Funding in 2023-2025 focused on:

- **Implementation of high-quality instructional materials** (HQIM) focusing content on grade and course-level expectations.
- **Access to culturally responsive practices** that include challenging and relevant content where each student receives the support they need to succeed in Math.
- **Cultivating a network of educators** that promotes equitable math achievements for all students through guidance and the support of STEM Hubs and district math leadership.
- **Alignment of guidance and policies** with state standards, adopted materials, assessments, and evidence-based instructional best practices.

Oregon Department of Education

Grant-In-Aid: Early Reading Grants

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

Purpose of Early Reading funding:
- Create programs designed to **improve children's early literacy skills and increase school readiness**.

Funding in 2025-2027 focused on:
- **Reach Out and Read** ($75,251) enables parents to consult with primary care physicians during well-child visits to receive support and best practices for engaging their child(ren) in reading.
- **SMART Reading** ($272,253) programs pair adult volunteers with children for weekly one-on-one reading sessions aimed at supporting children's efforts to read independently.

Collectively, these grants helped provide **400,899 books to underserved children, ages 0 to grade 3 during the 2021-23 biennium, serving 222,027 children and mobilizing around 3,905 volunteers.**

362

Oregon Department of Education

Grant-In-Aid: Physical Education for Every K –8 Student (PEEK-8) Grant Program

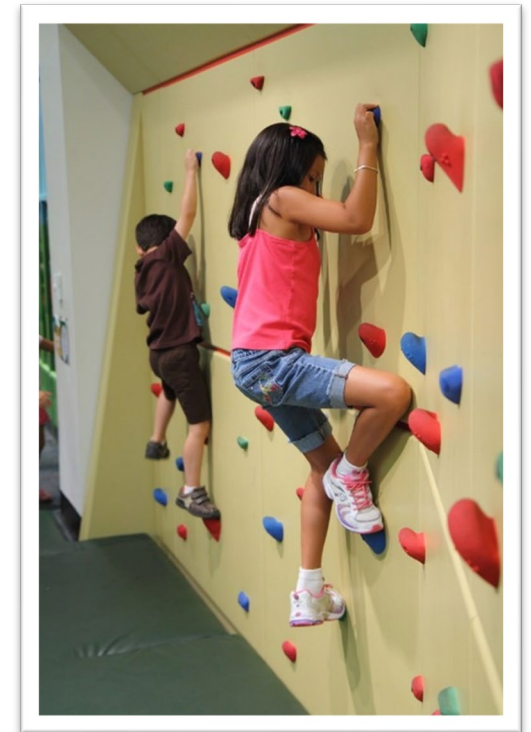| General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$1.6 million	$3.3 million	-	-	$4.9 million

Purpose of PEEK-8 funding:

- Supporting activities related to **meeting the physical education requirements** for students in **kindergarten through Grade 8**.

The grant is funded by a combination of General Fund and revenues transferred from the Department of Administrative Services related to the Tobacco Master Settlement Agreement of 1998.

Funding in 2023-2025 focused on:

- **46 grants to school districts and charter schools** to support K-8 schools in meeting their physical education requirement.
  - Hiring physical education teachers (2-year grants – 40 grants)
  - Providing professional development (1 year grant – 6 grants)

Oregon Department of Education

Federal Grant: Library Revitalization

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	-	$450K	$450K

Purpose of Library Revitalization funding:
To support revitalization of **small, rural, low-income public school libraries**, to expand the number and diversity of library materials, and to support school library staff in achieving their library program goals which directly impact student achievement.

Recommendations from *Budget Note for Media Program Standards Study Report, Report to the Legislature,* December 2021, identified that school libraries require modernized materials to meet student needs.

Funding in 2023-2025 focused on:
- Collections, library **materials**
- **Professional development** for library staff
- Furniture to **modernize library space**
- **Staffing costs** to process newly-purchased materials

Oregon Department of Education
One-Time Funding from the 2023-25 Biennium

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$0.0	-	-	-	$0.0

Purpose of Transformative Social and Emotional Learning and Social Science funding:

To support districts with the implementation of the new Transformative SEL Framework and Standards (2023) and Social Science Standards (2024) including Ethnic Studies and Holocaust/genocide through:

- **Professional learning experiences and resources**

**Purpose of Opioid Prevention funding:**

To support districts with:

- Creation of a **Comprehensive Substance Use Prevention and Intervention Plan**
- **Lesson plans, materials and resources, social media campaign, professional learning resources**

Funding in 2023-25 focused on:

Developing **free resources, materials, and professional learning experiences** for schools and districts to use.

365
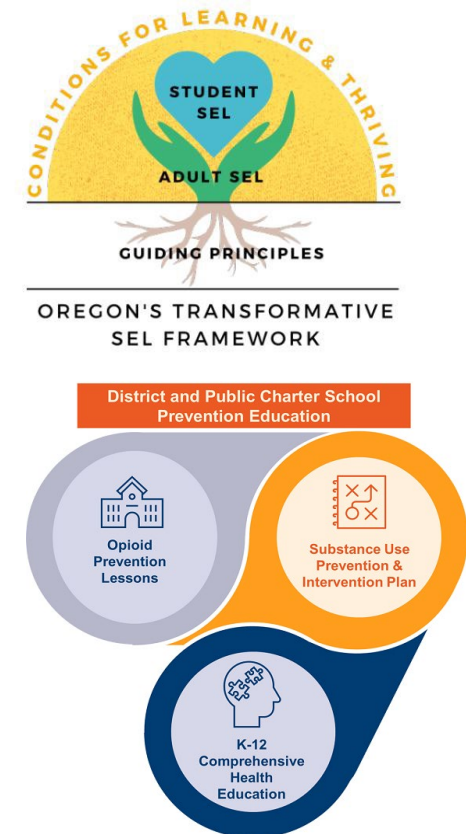
Well Rounded, Integrated & Digital Learning

Fostering Science, Technology, Engineering, and Mathematics (STEM), Computer Science, Arts, and Digital Learning opportunities

Supporting development and access to open learning education resources

Administering the Well-Rounded Access Program federal grant, STEM, and Computer Science grants

Oregon Department of Education
Grant-In-Aid: STEM Related Grants & Programs

2025-2027 Current Service Level (in millions)	GF	OF	OF-CAT*	FF	Total
STEM Regional Network Grants	$7.3	$0.0	$0.0	$0.0	$7.3
STEM Innovation Grants	$5.7	$0.0	$0.0	$0.0	$5.7
Total Grants and Programs	**$13.0**	**$0.0**	**$0.0**	**$0.0**	**$13.0**

Overview of STEM funding:

- Science, Technology, Engineering, and Mathematics (STEM) grants help **prepare students with the skills necessary to be successful in careers** and better position the U.S. economy to remain a leader in the global marketplace.
- STEM education helps students develop skills such as **creativity, innovation, collaboration, problem solving, and critical thinking**. STEM careers are the fastest growing career field in the country.

Funding in 2023-2025 for the STEM Regional Network Grant and the STEM Innovation Grant resulted in:

- **96.160 students** participating in STEM Hub activities
- **7,447 educators** participating in STEM Hub professional development or programs, with 35,664 **hours** logged

367

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

Oregon Department of Education
Grant-In-Aid: STEM Regional Network Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$7.3 million	-	-	-	$7.3 million

Purpose of STEM Regional Network Grants funding:

- Support regional STEM Hubs in achieving STEM hub goals:
  - Ensuring **equitable STEM learning opportunities** for every student.
  - **Fostering partnerships** by convening local leaders, PreK-20 education, afterschool programs, local industry, and community-based organizations serving youth.
  - **Empowering communities** to achieve collective impact by identifying and establishing best practices.

Funding in 2023-2025 focused on:

Operations of 13 Regional STEM Hubs.

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

Oregon Department of Education
Grant-In-Aid: STEM Innovation Grants

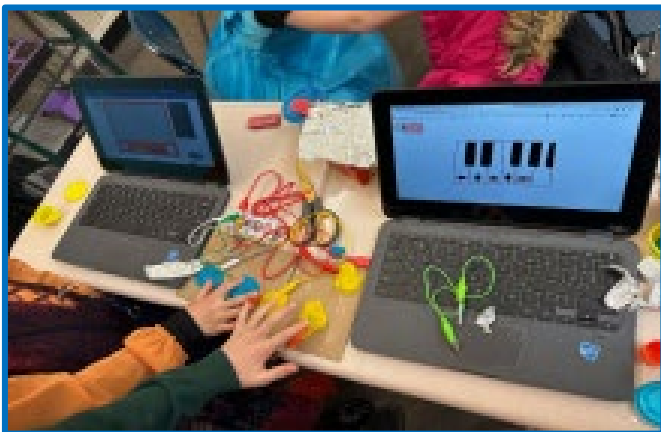| General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$5.7 million	-	-	-	$5.7 million

Purpose of STEM Innovation Grants funding:

- Expand the **implementation of effective STEM Hub programs** related to science, technology, engineering, and mathematics through innovative approaches.

Funding in 2023-2025 focused on:

- **12 programs**, including **math and science professional learning**, STEM student leadership, computer science district planning, school wide STEM transformation, STEM elementary school learners, math capacity.

Note: STEM Investment Council recommended that projects **must impact a significant number of students from historically underserved and underrepresented communities** and **involve collaboration** across two or more Regional STEM Hubs to promote both regional and cross-regional partnership.

369

Oregon Department of Education
Federal Funds: Computer Science Initiative

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
	-	-	$0.0	$0.0

Purpose of Computer Science funding:
- Increase **equitable access to computer science.**

Funding in 2023-2025 focused on:
- Over **100,000 students and 3,100 teachers** learning about **computer science through events** and professional development through the STEM Hubs.
- **Incorporating input from 750+ Oregonians** through 34 sessions, a 45-member Consult Group, and an online survey to develop the Computer Science Education Statewide Implementation Plan (released in December 2023).

370

Oregon Department of Education
Federal Funds: Well Rounded Courses Grant

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
	-	-	$5.6 million	$5.6 million

Purpose of Well-Rounded Courses Grant funding:

- Develop, expand, and implement a course-access program by increasing access to STEAM-related courses, including arts-specific courses.

Funding in 2023-2025 focused on:

- Expanding Oregon's existing STEM programs with a focus on **Computer Science and High School Physics, Chemistry & Biology Courses**.
- Developing, distributing and maintaining:
  - Arts Access Tool Kit; Arts Care & Connection lessons (K-5); Native Arts Courses (K-12)
- Course options developed accessible to students through a combination of **in-person, online, and distance learning formats** to meet the diverse and evolving needs of Oregon's students and communities.

371

Multilingual and Migrant Education

Coordinating multilingual learner strategic plan coordination

Leading Title III English Learner programs

Supporting Title IC Migrant Education programs

Administering data collection, grant management, and monitoring

Oregon Department of Education
Federal Pass-through Grants: Title 1-C Migrant Education Program

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	-	$53.0 million	$53.0 million

Purpose of Title 1-C Migrant Education Program funding:
- Ensure all migratory children **reach Oregon's challenging academic standards** and graduate with a high school diploma that **prepares them** for a range of postsecondary college and career options.

Funding in 2023-2025 focused on:
- Supporting **19 regional migrant education program** based in districts and ESDs
- Funding the Oregon Migrant Education Service Center
- Providing the Oregon Migrant Leadership Institute **summer programs for migrant middle and high school students**.
- Supports Binational Teacher Exchange Program in Oregon, in collaboration with the Mexican government brings around 30 Mexican teachers to Oregon to provide culturally relevant instruction to migratory students during the summer.

Note: There are **14,633 children eligible** for the migrant education program, which is **one of the largest programs nationally.**

Oregon Department of Education
Federal Pass-through Grants: Title III English Language Acquisition

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
	-	-	$15.5 million	$15.5 million

Purpose of Title III English Language Acquisition funding:
- Ensure that English learners **attain English proficiency, develop high levels of academic achievement**, and can meet challenging academic standards. The allocation also assists educators in **cultivating educational programs for students, families, and communities**.

Funding in 2023-2025 supported:
- Participation from **146 districts**
  - Some have district level sub-grants, and some participate within a consortium of districts

Note: **65,965 students are designated as English learners in Oregon.** Supplemental funding following federal formula guidelines. In Oregon, most funding for English learner programs is provided through the State School Fund, which allocates weighted funding for each English learner.

Federal Systems Team

Managing federal funds associated with Elementary and Secondary Education Act and the Bipartisan Safer Communities Act

Leading summer and after school programming under 21st Century, SSA Summer and HB 4082

Providing additional support for engaging and supporting students by ensuring they have access to academically enriching experiences

Oversee implementation of ESEA Titles IA, ID, IIA, IVA, VB, Private Schools, and the Stronger Connections grant

Oregon Department of Education
Federal Pass-through Grants: Title I-A: Improving Basic Programs Operated by LEAs

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	-	$335.6 million	$335.6 million

Purpose of Title I-A:

- **Additional supports to schools so that students can achieve Oregon's challenging academic standards**.
- States and districts that receive Title IA funding must meet all assessment, accountability, and reporting requirements under the federal Elementary and Secondary Education Act.

Funding supported:

- Approximately **178 districts** receive funds annually then allocate funding to schools in their district.
- **85% of Oregon school districts** use some of their Title IA funds to **support elementary schools and pay for staff to provide supplemental instruction in math or reading**.
- Many districts braid their Early Literacy Grants with Title I-A funds to **expand literacy supports and intervention**.
  - Examples of how districts are using funds to increase family engagement activities, provide culturally relevant learning materials, and support extended learning opportunities include:
    - **Summer school and afterschool** programming
    - **Family evenings** focusing on social emotional learning
    - **Purchasing library books**

Oregon Department of Education
Federal Pass-through Grants:
Title I-D Neglected, Delinquent, and At-Risk Youth

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	-	$1.76 million	$1.76 million

Purpose of Title I-D:
- **Supports districts educating students served in secure care and residential treatment facilities**.
- **Fosters partnership and collaboration** between districts and facilities to provide **consistent and high-quality education for students**.

Funding supported:
Funding is allocated to **13 districts** via a per pupil funding formula. Districts use the funds to support:
- **Career and Technical Education** such as agriculture, culinary, and barbering classes
- **Partnerships with community businesses**, such as local coffee shops, for job training
- **Credit recovery** opportunities
- **Counseling** and community support services

Oregon Department of Education
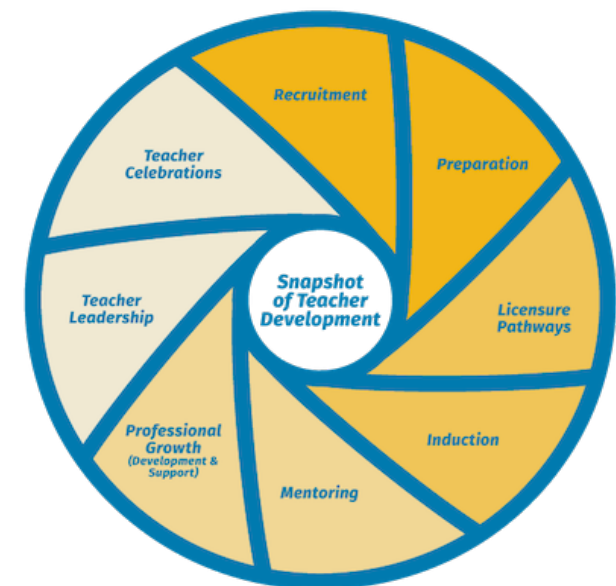## Federal Pass-through Grants: Title II-A: Supporting Effective Instruction

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	-	$42.6M	$42.6M

Purpose of Title II-A

- **Preparation, training, recruitment, retention, evaluation, and compensation of educators and administrators.**

Funding supported:

- **185** districts, determined through a federal formula which includes census poverty data, to support a variety of strategies including:
  - **Personnel costs** for job-embedded professional learning (e.g., mentoring, instructional coaching)
  - **Extra duty pay to support professional learning** outside of contracted hours (e.g. attending/designing professional learning activities)
  - **Coursework/tuition reimbursement for staff** to receive endorsements in area of district need
  - **Braiding** with other state and federal funds to sustain or expand a Grow your Own program to support a diverse educator workforce

Oregon Department of Education
Federal Pass-through Grants: Title IV-A: Student Support and Academic Enrichment
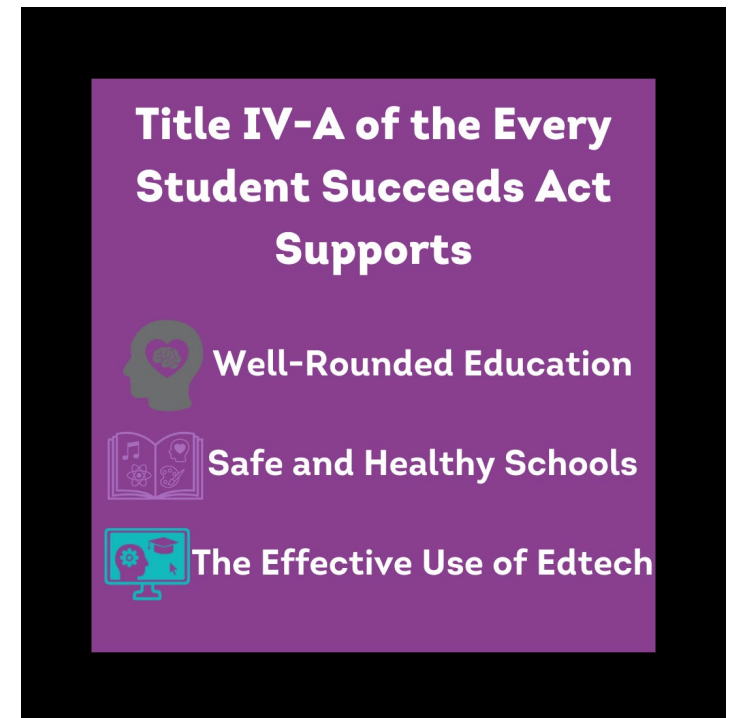
General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	-	$24.6	$24.6

Purpose of Title IV-A:

- Provide all students with **access to a well-rounded education, a safe and healthy learning environment, and improve the use of technology**.

Funding supported:

- **176 district**s annually, determined through a proportionate share of the previous year's Title IA funding. District uses include:
  - Expanding anti-bullying curricular practices and hiring counselors
  - Partnering with local universities to offer **advanced and dual credit classes** in STEAM, health, and history courses
  - **Library revitalization and media specialists**
  - Early childhood education expansion

Title IV-A of the Every Student Succeeds Act Supports

Well-Rounded Education

Safe and Healthy Schools

The Effective Use of Edtech

Oregon Department of Education
Federal Pass-through Grants: Title VB: Rural Education Achievement Program

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	-	$3.8M	$3.8M

Purpose of Title VB:

- Assist rural school districts by **providing a supplement and greater flexibility in the use of ESEA funding to meet district academic and school climate goals.**
  - A district is eligible to participate if it meets the federal statutory criteria of being both **low-income and rural**.

Funding supported:

- **80** districts receive funds annually
  - **Reading intervention programs**
  - Expansion of **CTE** programs
  - Purchases of **anti-bullying curricula**
  - Contracts for **mental health services** with community organizations
  - **Parent and family engagement** activities

Oregon Department of Education
Federal Pass-through Grants: Stronger Connections

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	-	$8.265M	$8.265M

Purpose of Stronger Connections Grant:
- Establish safer and healthier learning environments, and to prevent and respond to acts of bullying and violence.

Funding in 2024-2025 supported:
- Awarded to **15 districts** (one-time competitive funding covering the 2024-2026 school years)
  - **Hiring counselors and engaging in mental health activities.**
  - **Expanding enrichment** opportunities for students.

Expanded Learning: Summer and Afterschool

Aligned Goals Across Grants to Ensure High-Quality

➢ **Academic Enrichment**: aligned to state standards (math, science, language arts, personal financial); supports credit recovery, and school transitions.

➢ **Youth Development:** Hands-on, project-based learning, including arts access; fosters mental, emotional, and social well-being

➢ **Equitable Access and Family Partnership:** Culturally and linguistically responsive practices to ensure inclusive engagement

HB 4082 State Summer Learning Grants
21st Century Community Learning Centers Grant
Student Success Act Summer Program Grant

Oregon Department of Education

Grant-In-Aid: HB 4082 State Summer Learning Grants

Other Funds	Total Funds (CSL)

Purpose of State Summer Learning Grant Program funding:

HB 4082 has two key parts:

1. **Immediate Funding for Summer 2024**
   - Over 28,000 students served (unduplicated)
   - 66 grantees
   - 197 summer programs
2. **A Plan for Sustainable State Funded Programming**
   - HB Final Report with Recommendations Released

Funding supported:

- **Academic Gains:** Grantees reported 79% of English Language Arts goals were met, and 4,905 credits towards graduation earned.
- **Student Perceptions:** Of the 8,921 students surveyed, 90% shared that at least one adult in their summer program truly cared about them.

"This is how we get hands-on with students. We can totally make some amazing, engaging experiences happen back in the schools."

- Community Educator

383

Oregon Department of Education
Grant-In-Aid: Student Success Act (SSA) Summer Program

Other Funds-CAT*	Total Funds (CSL)
$8.6 million	$8.6 million

Purpose of Student Success Act Summer Program funding:
Provide high-quality **summer learning programs** to schools prioritizing focal student groups. Programs must have 60 hours of direct academic instruction.

Funding supported:

- 2023: **40 schools, 2,654 students** served
- 2024: **38 schools, 2,524 students** served
- **Academic Gains:** an average of 72% students showed growth in curriculum-aligned reading comprehension assessments or external reading comprehension assessments.
- **Strength-Based Academic Acceleration:** All SSA Summer programs reported meeting expectations in applying a strength-based framework of support focused on academic acceleration and renewal.

384

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

Oregon Department of Education
Federal Grant in Aid: Competitive Grants: Title IV-B, 21st Century Community Learning Centers (21st CCLC)

Federal Funds	Total Funds (CSL)
$23.2 million	$23.2 million

Purpose of Title IV-B funding:

Provide high-quality **afterschool and summer** programs to help students succeed academically through evidence-based practices.

- 5-year competitive grant
- **27** grantees, operating 106 centers
- Over **13,000 students and 3,000 families** served
- **253 partnerships**, average of 9 partners per grantee

Funding supported:

- **Academic Gains:** 21st CCLC participants scored **significantly** higher in Math and ELA proficiency on 2024 state assessments
- **Attendance Matters, And It Improves:** Students in 21st CCLC programs consistently attended school at higher rates in 2022-2023

21st CCLC is making a difference!

21st CCLC programs are contributing to student success and making positive impacts in local communities! Program activities are tailored to meet grant objectives that prepare students to thrive in their future academic and career endeavors, maintain healthy lifestyles and relationships, and actively engage with the communities they live in.

GOAL 1 | Oregon 21st CCLC programs will provide equity-driven expanded learning opportunities.

- **93%** of 21st CCLC students report a **supportive environment**
- "They have created a safe yet fun environment for our children with MANY opportunities to try new things."
- **94%** of 21st CCLC students report **respect towards others**
- **89%** of 21st CCLC students report **feeling safe to express their views**

GOAL 2 | Oregon 21st CCLC programs provide expanded learning opportunities for academic enrichment to meet academic performance standards.

- **85%** of 21st CCLC 1st-5th grade students **improved their engagement in learning**
- **52%** of OR 21st CCLC 7-12th grade students with prior year GPA < 3.0 **demonstrated an improvement in GPA**
- Students are supported academically!
  - 86% of 21st CCLC staff are prepared to support their students in academic subjects.
  - 76% of 21st CCLC students report feeling supported academically.

GOAL 3 | Oregon 21st CCLC programs will provide student centered, well-rounded enrichment opportunities to promote positive youth development.

- **90%** of students reported **resilient and self regulatory behaviors**
- "We can do a bunch of different activities and its not the same thing everyday."
- **88%** of students felt **engaged in the 21st CCLC program**

GOAL 4 | Oregon 21st CCLC programs will engage caregivers and families to promote active engagement in students' education.

- **98%** of caregivers **perceived the program as valuable** and having positive relationships with program staff
- "The afterschool program has given my son many opportunities he would not have received anywhere else."
- **95%** of caregivers reported **confidence in supporting their student's academic success**

*This is only a subset of outcome findings. Complete results are available from the state evaluation firm, JEM & R LLC.

2023-24 Grant Year Overview • Prepared by Miriam Resendez • JEM&R , LLC • www.jemrllc.com

Education Program Standards Team

Supporting districts and education partners in implementing and complying with requirements for educational programs in Division 22

Providing leadership and guidance for supporting students identified as Talented and Gifted, in foster care, navigating homelessness, and earning college credit in high school

Administering McKinney Vento Federal Grant, Menstrual Dignity Act, Accelerated Learning grant, Foster Care Transportation, One-Time Funding from the 2023-25 Biennium

Oregon Department of Education

Grant-In-Aid: Foster Care Transportation

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	$2.2 million	-		$2.2 million

Purpose of Foster Care Transportation funding:

- Provide **transportation for students in foster care to stay in his or her school place of origin**.

Funding in 2025-2027 supported:

- All districts are eligible for the program and receive reimbursement from ODE.
  - Approximately **30-40 districts apply for reimbursement each quarter**.
  - Approximately **200-500 students are served per quarter**.

Note: ODE provides ODHS with information needed for ODHS to request reimbursement from the federal Title IV-E program. Because of this, partnership and collaboration between ODE and ODHS is a key facet of this program.

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

Oregon Department of Education
Federal Grant in Aid: Competitive Grants (McKinney-Vento)

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	-	$1.6 million	$1.6 million

Purpose of McKinney-Vento funding:

- **Identify students and unaccompanied youth who are experiencing housing instability**.
- **Remove barriers** that inhibit or impact these students' ability to receive a high-quality education and participate in enrichment programs and opportunities.

Funding in 2022-2025 supported:

- **12 grantees**
- **22,072 students statewide** were identified as experiencing housing instability and were eligible for services (2023-2024)

McKinney-Vento Grant is awarded on a three-year grant cycle (2022-25). This is the final year of the 2022-2025 cohort and the 2026-2028 cohort will be selected in the spring of 2025.

Oregon Department of Education
Grant-In-Aid: Menstrual Dignity for Students Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$2.6	-	-	-	$2.6

Purpose of Menstrual Dignity for Student grant funding:

- [Menstrual Dignity Act of 2021](#) requires that school districts, ESDs, and charter schools p**rovide free menstrual products** to students in all bathrooms to keep students in school and learning.

Funding in 2023-2025 focused on:

- **117** school districts, charter schools, and ESDs with funds in the form of reimbursements, up to a ceiling amount based on ADM.
- Approximately **180,000** students benefitted.

389

Oregon Department of Education
One-Time Funding from the 2023-25 Biennium

General Fund	Other Funds	Other Funds-CAT*	Total Funds (CSL)
$____ million	-	-	$____ million

Purpose of Foster Care Student Success Pilot Program grant funding:

- Establish and administer a pilot program to **provide support for foster child students to improve their educational outcomes** that will inform recommendations for a statewide education plan related to foster child students.

Funding in 2023-2025 focused on:

- Providing grants to three schools ($150,000 each) to **improve educational outcomes** of foster child students, by providing foster child students access to an individual who will serve as an **educational advocate** and provide guidance for and support for educational purposes.

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

Oregon Department of Education
Grant-In-Aid: Supporting Accelerated Learning Opportunities

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$3.1 million	-	-	-	$3.1 million

Purpose of Supporting Accelerated Learning Opportunities funding:

- **Provide students grades 9 through 12 with accelerated college credit programs**, which include AP and IB programs.
- Support students' ability to **earn college credit courses while still in high school** and increase their preparation for college, prioritizing students experiencing poverty.

Funding in 2023-2024 supported:

- Fee reductions for **27,560 AP exams** and **6,832 IB exams**, including full fee reductions for **7,445 AP exams and 1,016 IB exams taken by students experiencing poverty.**

391

Literacy

Raising literacy achievement through the implementation of various grant programs and initiatives, including state and federal funds.

Supporting literacy instruction, professional learning, and implementation of high-quality instructional materials.

Collaborating across education partners and state agencies to support literacy

Administering the Early Literacy Success Initiative School District Grants (HB 3198) and the Comprehensive Literacy State Development (CLSD) grant.

Early Literacy Success Initiative

Three programs under ODE's purview, one within OTLA:
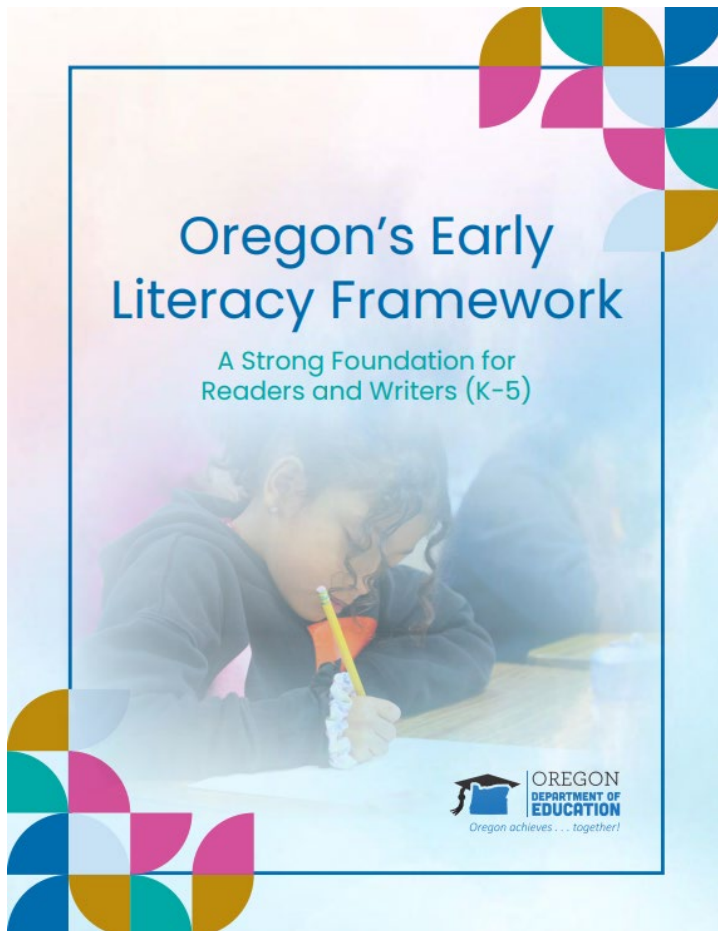
Early Literacy Success Tribal Grants

Early Literacy Success Community Grants

Early Literacy Success School District Grants

Grounding in Oregon's Early Literacy Framework

Oregon's Early Literacy Framework
A Strong Foundation for Readers and Writers (K-5)

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Released in May 2023 and has:
- Built statewide coherence, clarity, and common ground
- Fueled action and improvement
- Provided a practical road map for schools and districts to support leading for a literacy lift
- Served as a shared north star for educators and community
- Aligned with Governor's vision for improving student literacy outcomes

Oregon Department of Education
Grant-In-Aid: Early Literacy Success School District Grants

- **5%** of funds for SEA activities including administration of the grants and the development of a **Statewide Literacy Strategic Plan**

- Subgrants must be awarded through a **competitive process**
    - ODE anticipates 40-60 recipients
    - Must prioritize, generally, districts serving a large number or percent low-income students & those furthest from literacy proficiency

- Funds support grades **birth - grade 12 a**nd must be spent as follows:
    - 15% birth – age 5
    - 40% grades K-5
    - 40% grades 6-12

Oregon Department of Education
Grant-In-Aid: Early Literacy Success School District Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
		$93,780,000		$93,780,000

Under the ELSSDG, ODE awards annual non-competitive application-based grants to school districts and eligible public charter schools to support comprehensive early literacy efforts in elementary grades Pre-K – 3 (*funding included 4th and 5th grade for the 23-25 biennium*).

The grants fund five allowable uses to support early literacy through research-aligned strategies:

- Adoption and implementation of **curriculum**;

- **Professional development and coaching** in research-aligned literacy strategies for teachers and administrators;

- **Hiring** of literacy specialists, coaches, or interventionists;

- **High-dosage tutoring**; and

- **Extended learning programming**.

$90 million allocated for the 23-25 biennium; $43 million distributed in the 23-24 SY to 247 grantees

Comprehensive Literacy Statewide Development (CLSD) Grant

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
			$11.5	$11.5

In September 2024, the U.S. Department of Education awarded ODE more than $11.5 million for the first year of a 5-year grant ($57.89 million total) to **advance literacy for Oregon's highest-need schools** for use on Birth – 12th grade programming.

95% of funds (~$11M/year) are required to be sub-granted to districts and other eligible entities. The allowable uses closely align to the Early Literacy Success School District Grants:

- The **adoption and implementation of curriculum**;
- **Professional development and coaching** in research-aligned literacy strategies for teachers and administrators;
- The **hiring** of literacy specialists, coaches, or interventionists;
- **High-dosage tutoring**; and
- **Extended learning programming**.

2025-27 Governor's Budget

Investments

- Governor Budget includes addition of $1,590,982 General Fund Personal Services, $1,582,988 General Fund Services & Supplies, 6 Positions, and 6.00 Full Time Equivalent (Package 585).

Our children are already <u>genius</u> when they come to us in schools & classrooms. We only need to <u>cultivate</u> it... To cultivate something is to water & nourish what is already existing inside of our students.
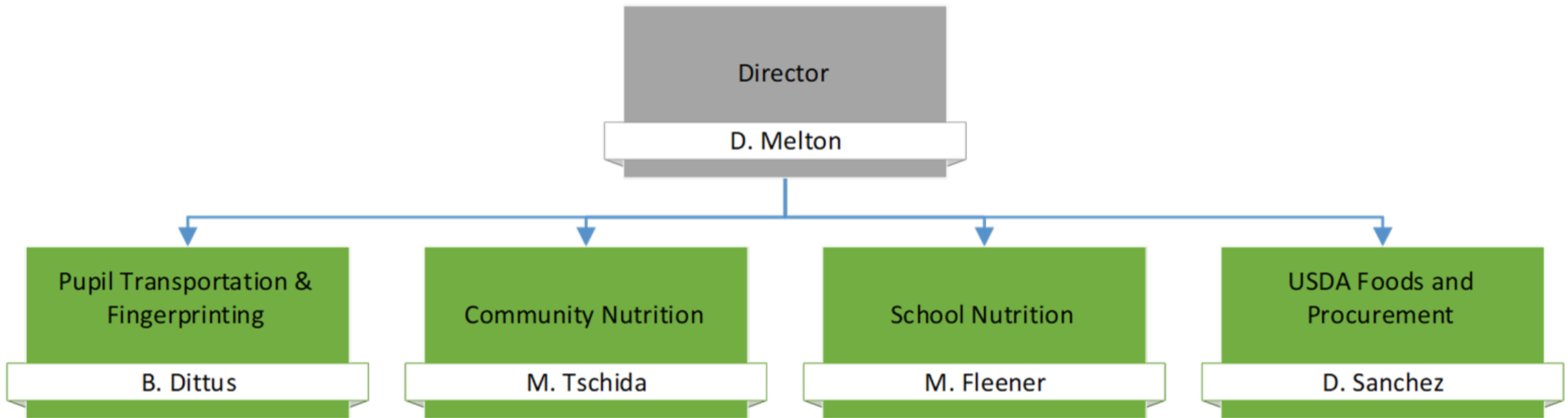
-   *Dr. Gholdy Muhammad*
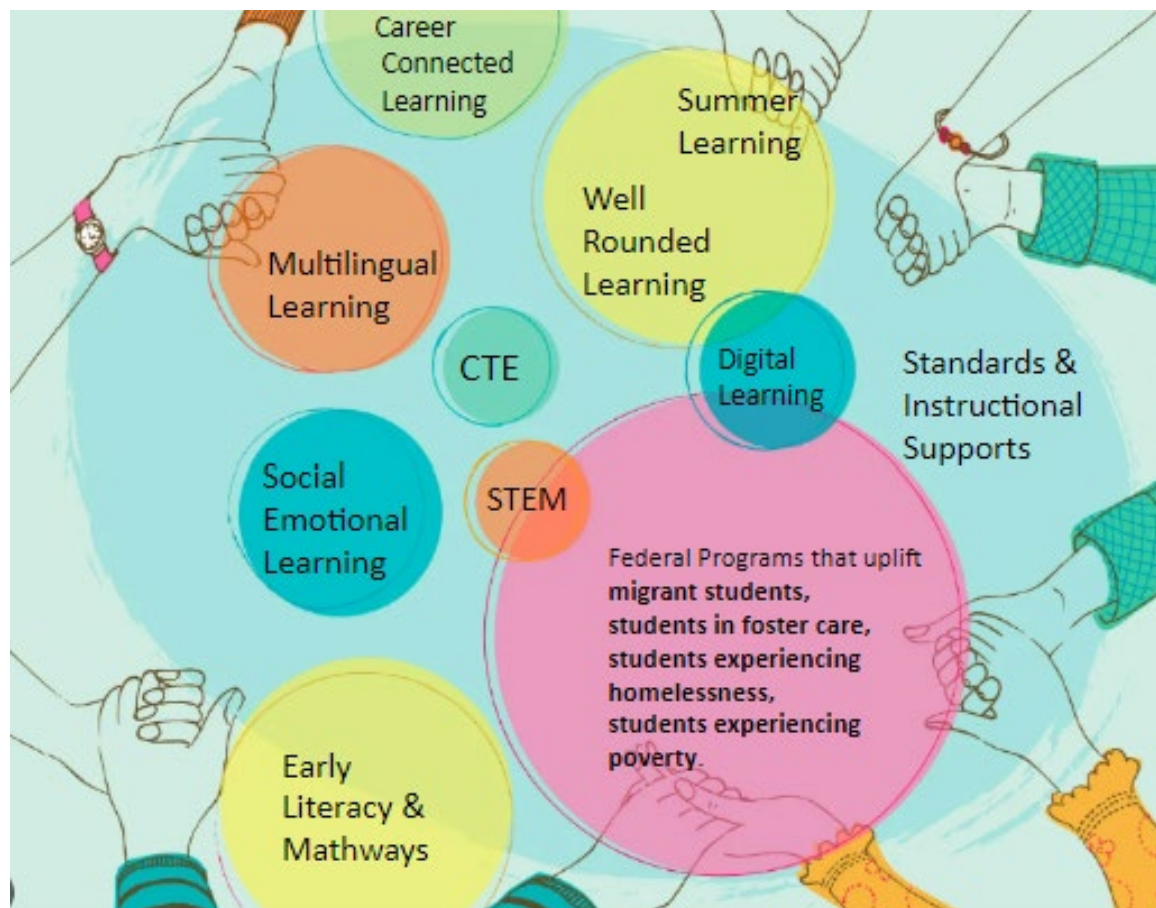
Child Nutrition Programs, Pupil Transportation and Fingerprinting

Dustin Melton

Director

Child Nutrition Programs and Pupil Transportation & Fingerprinting Organizational Chart

Oregon Department of Education

Our Why: Child Nutrition Programs

Why is Child Nutrition Important?

For children, nutritional foods are critical in building a foundation for physical and mental health, academic achievement and economic productivity.

According to data from Feeding America, in Oregon, 554,550 people are facing hunger - and of that, 144,210 of them are children.

Dustin Melton
Director of Child Nutrition,
Pupil Transportation &
Fingerprinting

Child Nutrition Programs

The Department administers approximately $685.8 million of resources, biennially, mostly Federal Funds, for Child Nutrition Programs through 40+ positions in the Child Nutrition Programs unit. ODE administers child nutrition programs that provide children (and some adults) access to food, a healthy diet, and nutrition education in school-based and/or community-based settings. For many children, this is the only reliable meal of the day.

ODE administers the following programs:
- Federal Reimbursement Programs
- Breakfast and Summer Lunch Program
- Hunger Free Oregon Account
- Farm to Child Nutrition Programs
- Start Up and Expansion Grant
- Family Day Care Home Start Up Funds

Child Nutrition Programs

Child Nutrition Programs					
2025-27 Current Service Level (in millions)	**GF**	**OF**	**OF-CAT***	**FF**	**Total**
Federal Meal Reimbursement Programs	-	-	-	$540.5	$540.5
Start Up and Expansion Grants	$0.6	-	-	-	$0.6
Summer Food Service Programs	$1.1	-	-	-	$1.1
Breakfast After the Bell Program	-	-	$1.3	-	$1.3
Farm to School Child Nutrition Program	$10.8	-	-	-	$10.8
Hunger Free School Account Grants	-	-	$127.3	-	$127.3
Family Day Care Home Start-up Funds	$0.7	-	-	-	$0.7
Other Nutritional Programs	-	$3.5	-	-	$3.5
Total Grants and Programs	**$13.2**	**$3.5**	**$128.6**	**$540.5**	**$685.8**

Federal Reimbursement Programs

Federal Reimbursement Programs

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	-	$540.5 million	$540.5 million

- ODE distributes pass-through grants to reimburse both school-based and community-based programs for meals. These reimbursement grants are for the following federal programs:

  - National School Lunch Program
  - School Breakfast Program
  - Afterschool Snack Program
  - Special Milk Program

  - Fresh Fruit and Vegetable Program
  - Seamless Summer Option Program
  - Child and Adult Care Food Program
  - Summer Food Service Program

- For 2025-2027, federal reimbursements are estimated to be approximately $540 million, and rates range from $0.11 per Paid snack to $4.60 per Free lunch. Rates are set by the USDA each July 1.

Start Up and Expansion Grants

Start Up and Expansion Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$0.6 million	-	-	-	$0.6 million

- Start Up and Expansion Grants support the start-up or expansion of at-risk afterschool or summer meals sites.

- Grant funds are provided to school districts, government agencies, and non-profit organizations for costs that include:
  - ✓ Food service equipment purchases
  - ✓ Modifications needed to pass sanitation inspections and/or inspection fees
  - ✓ Staffing costs for outreach and increasing participation
  - ✓ Enrichment or education activities
  - ✓ Transportation costs for summer meals

- In 2023-2025, ODE estimates providing a total of seven grants to sponsors across the state

Reduced Price Breakfast/Summer Food Service

National School Lunch Program/Summer Food Service Program

General Fund	Other Funds		Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$1.1 million	-		-	-	$1.1 million

- Reduced-price breakfast and summer meal reimbursement program supplementing federal reimbursement programs

- Reduced-price breakfast program provides an additional 30 cents per meal and the summer meals program provides an additional .05 cents per breakfast of lunch

- In 2023-2025, ODE estimates the program will provide reimbursements for an estimated two million meals for reduced price breakfasts and summer meals

Farm to Child Nutrition Programs Grant

Farm to Child Nutrition Programs Grant

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$10.8 million	-	-	-	$10.8 million

SB 501 (2015) established the Oregon Farm-to-School and School Gardens grant program to enable all school districts to be reimbursed for purchasing Oregon-grown or Oregon-processed food items, as well as establishing grants for farm, agriculture, and food-based educational activities.

HB 2579 (2019) expanded the Oregon Farm-to-School program to enable all school districts and other partners' access to Farm to School opportunities. The program includes several types of grants, including:

Non-competitive Reimbursement Grant – provides reimbursement to Oregon schools and federal Program sponsor for using Oregon-grown or Oregon-processed foods.

- $3.7 million was initially awarded to all of Oregon's school districts and CACFP center sponsors who participate in the Child and Adult Care Food Program (CACFP).

- A total of 339 sponsors opted in to the grant.

Farm to Child Nutrition Programs Grant

Farm to Child Nutrition Programs Grant (Continued)

Competitive Reimbursement Grant – a total of $1.2 million allows grantees to apply for more funding when they spend their non-competitive allotment.

Education Grant – provides competitive grants for entities (school districts, non-profits, Commodity Commissions, ESD's, Watershed Councils, Tribal/Native organizations, CACFPs, Producers) to encourage and sustain successful efforts to purchase or promote food produced or processed in Oregon.

- $3 million was awarded to 66 grantees to provide agricultural-based education, including education at school-based farms, field trips to farms and food processors, school garden curricula at rural, urban, and remote areas of Oregon.

Technical Assistance (TA) Grant – approximately $1.7 million was awarded for grantees to provide TA for the Reimbursement and Education grantees to become successful in operating their Farm to School grants.

Evaluation Grant - $500,000 was provided for evaluation of economic impact and health outcomes of the Farm to School grant.

Infrastructure and Equipment Grant - $250,000 provided to ODA to provide grant funds to Oregon producers

Hunger Free Schools Program

Hunger Free Schools Program

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	$127.3 million	-	$127.3 million

- The Student Success Act (HB 3427, 2019) created the Hunger Free School Account to expand access to school meals by increasing the number of students eligible for school meals at no cost by:
  - Increasing the number of schools who financially benefit by participating in community-based eligibility (CEP).
  - Expanding eligibility to students who are between 185 and 300 percent of the federal poverty level.
- Number of schools operating CEP has grown
  - 2020 – 81 schools on CEP
  - 2021 – 91 schools on CEP
  - 2022 – 85 schools on CEP
  - 2023 – 117 schools on CEP
  - 2024 – 139 schools on CEP
  - 2025 – 186 schools on CEP

Breakfast After the Bell Program

Breakfast After the Bell Program

- Under HB 3427 (Student Success Act), funding was allocated to support providing grants up to $5,000 for school districts to acquire equipment that aids in meeting the requirement of ORS 327.835(8) (also approved in HB 3427) that a district must make breakfast accessible at school sites where 70% or more of the students are eligible to receive free or reduced-price meals.

- ODE was provided $1.2 million in 2023-25 to provide equipment grants to eligible school districts.

- ODE has expended $576k of the Breakfast After the Bell funds

Family Day Care Home Start-Up Funds

- ODE was provided $660,000 in 2024 to provide start-up funds to bring on new FDCH sponsors

- Funds to support the infrastructure needed to coordinate regional food programs for childcare providers

- Funding provides continued support of our FDCH sponsors

- 2025-2027 - $660,000 to continue expansion of FDCH sponsorship

Oregon Department of Education

Pupil Transportation and Fingerprinting Unit (PTF)

2025-27 Current Service Level (in millions)		
GF	**OF-Limited**	**Total**
$1.3	$1.8	$3.1

- PTF Unit manages school transportation oversight and regulation for all districts in Oregon

- The PTF Unit also manages fingerprinting background checks for newly hired classified employees of school districts, charter schools, private schools and contractors

- Reviews and approves Athlete Agents working with student athletes in schools and colleges

- Our total funding amount was $2,968,506 for the 2023-2025 biennium.

Pupil Transportation and Fingerprinting Unit (PTF)

- Managed through six, full-time permanent positions

- Two popular training opportunities
  - o Behind the Wheel and Core

Questions?