



Office of Enhancing Student Opportunities

Ramonda Olaloye
Assistant Superintendent

Office of Enhancing Student Opportunities

OESO's overarching role and responsibility is to ensure that each applicable public agency provides educational services, including those required by the IDEA, in a manner that enables every eligible child to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).

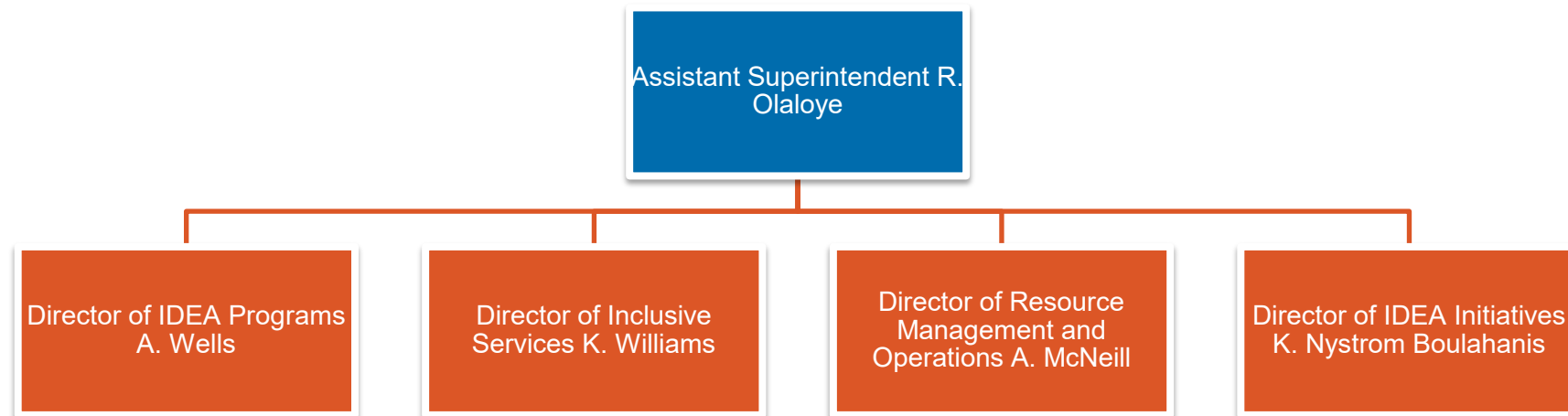
"Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy..."

- *Individuals with Disabilities Education Act (IDEA)*



Ramonda Olaloye,
Assistant Superintendent,
Office of Enhancing
Student Opportunities

OESO Organizational Chart



About IDEA



Photo by [Danny Nee](#) on [Unsplash](#)

IDEA notes that **“Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.”** Findings of Congress, Public Law 108-446. Section 601(c)(1).”

In Oregon, we acknowledge that education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes.

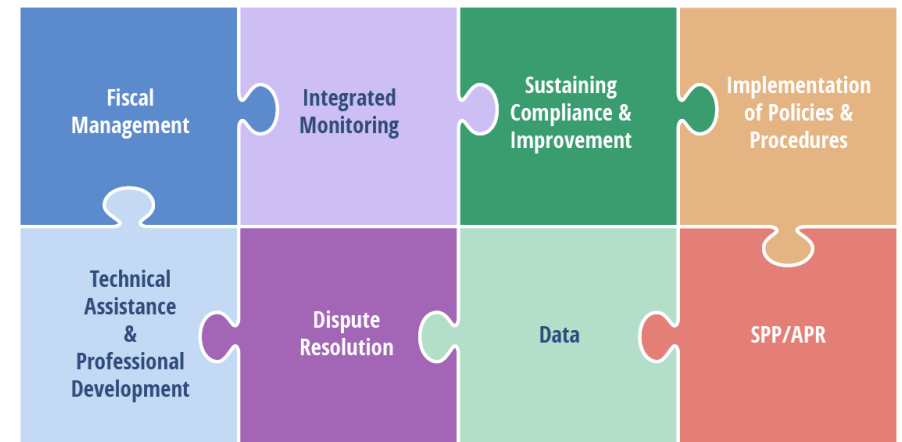
This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

IDEA

Under federal regulation, ODE must ensure that:

- The requirements of the Individuals with Disabilities Education Act (IDEA) are carried out; and
- Each educational program for children with disabilities administered within the State is under the general supervision of the persons responsible for educational programs for children with disabilities in the SEA; and meets the educational standards of the SEA (including the requirements of the IDEA).

The Office of Enhancing Student Opportunities implements these requirements by monitoring performance under contracts and grants; providing technical assistance; collaborating statewide with stakeholders and programs; collecting and reporting program data; and ensuring compliance with the federal IDEA requirements, including monitoring maintenance of effort.



[34 CFR § 300.149](#)

(SEA responsibility for general supervision)

Grant-In-Aid: Specialized Student Services Grants

What are Specialized Student Service Programs?

Includes grants and contracts, primarily with school districts and education service districts that operate programs designed to supplement regular education services for students with disabilities, and for students that have either been hospitalized or assigned to the state's care and treatment.

Special Education Grants and programs include:

- Early Intervention (EI)/Early Childhood Special Education (ECSE)
- Regional Inclusive Services (RIS)
- Hospital Programs
- Long-Term Care and Treatment Programs (LTCT)
- Pediatric Nursing Facility (PNF)
- Youth Corrections Education Programs (YCEP)
- Juvenile Detention Education Programs (JDEP)
- Federal Special Education Programs (allocations of funding under the Individuals with Disabilities Education Act (IDEA))
- Blind and Visually Impaired Student Fund (BVIS)
- Vision Screening Reimbursement Program



Photo by Pavol Štugel on Unsplash

25-27 CSL - Specialized Student Service Grants

Specialized Student Service Grants

| 2025-27 Current Service Level (in millions) | GF | OF | OF-CAT* | FF | Total |
|---|----------------|---------------|----------------|----------------|----------------|
| Early Intervention/Early Childhood Special Education | \$250.2 | \$0.0 | \$115.3 | \$43.1 | \$408.6 |
| Regional Inclusive Services | \$32.5 | \$0.0 | \$0.0 | \$36.7 | \$69.2 |
| Hospital Programs (Includes State School Fund Transfer) | \$1.6 | \$6.6 | \$0.0 | \$0.1 | \$8.3 |
| Long-Term Care and Treatment (Includes State School Fund Transfer) | \$22.2 | \$21.6 | \$0.0 | \$1.3 | \$45.1 |
| Youth Corrections Education Programs (YCEP), Juvenile Detention Education Programs (JDEP) (Includes State School Fund Transfer) | \$8.7 | \$16.2 | \$0.0 | \$2.9 | \$27.8 |
| Individuals with Disabilities Education Act (IDEA) Grants | \$0.0 | \$0.0 | \$0.0 | \$245.0 | \$245.0 |
| Vision Screening Reimbursements | \$0.0 | \$1.5 | \$0.0 | \$0.0 | \$1.5 |
| Blind & Visually Impaired Student (BVIS) Fund | \$4.9 | \$1.8 | \$0.0 | \$0.0 | \$6.7 |
| Other K-12 Grants | \$0.0 | \$0.4 | \$0.0 | \$1.7 | \$2.1 |
| Transition Network Facilitator (TNF) | \$1.6 | \$0.0 | \$0.0 | \$0.0 | \$1.6 |
| Total Budget | \$321.7 | \$48.1 | \$115.3 | \$330.7 | \$816.1 |

Grant-In-Aid: Specialized Student Service Grants



Other Sources of Funding for Specialized Education

- High-Cost Disabilities Account - \$110 million per biennium (out of the State School Fund as discussed earlier).
- State School Fund “double weight” – currently estimated at about \$1.064 billion for 2021-23.
- 11% Cap Waiver – currently estimated at about \$106.6 million for 2021-23 (out of the State School Fund).
- Currently about \$2.4 million in federal IDEA funds support Response to Intervention (RTI), an effective practice of providing multi-tiered instruction and intervention matched to a student’s need.

Grant-In-Aid: Specialized Student Service Grants



Early Intervention/Early Childhood Special Education

- Local programs provide services through eight regional ESDs and one school district.
- ODE staff administer agreements, monitor performance under the contracts, provide technical assistance, and collect data on the programs.
- Programs have grown over time, but historically funding has not kept up with costs; as a result, levels of service have continually declined.

Grant-In-Aid: Specialized Student Service Grants

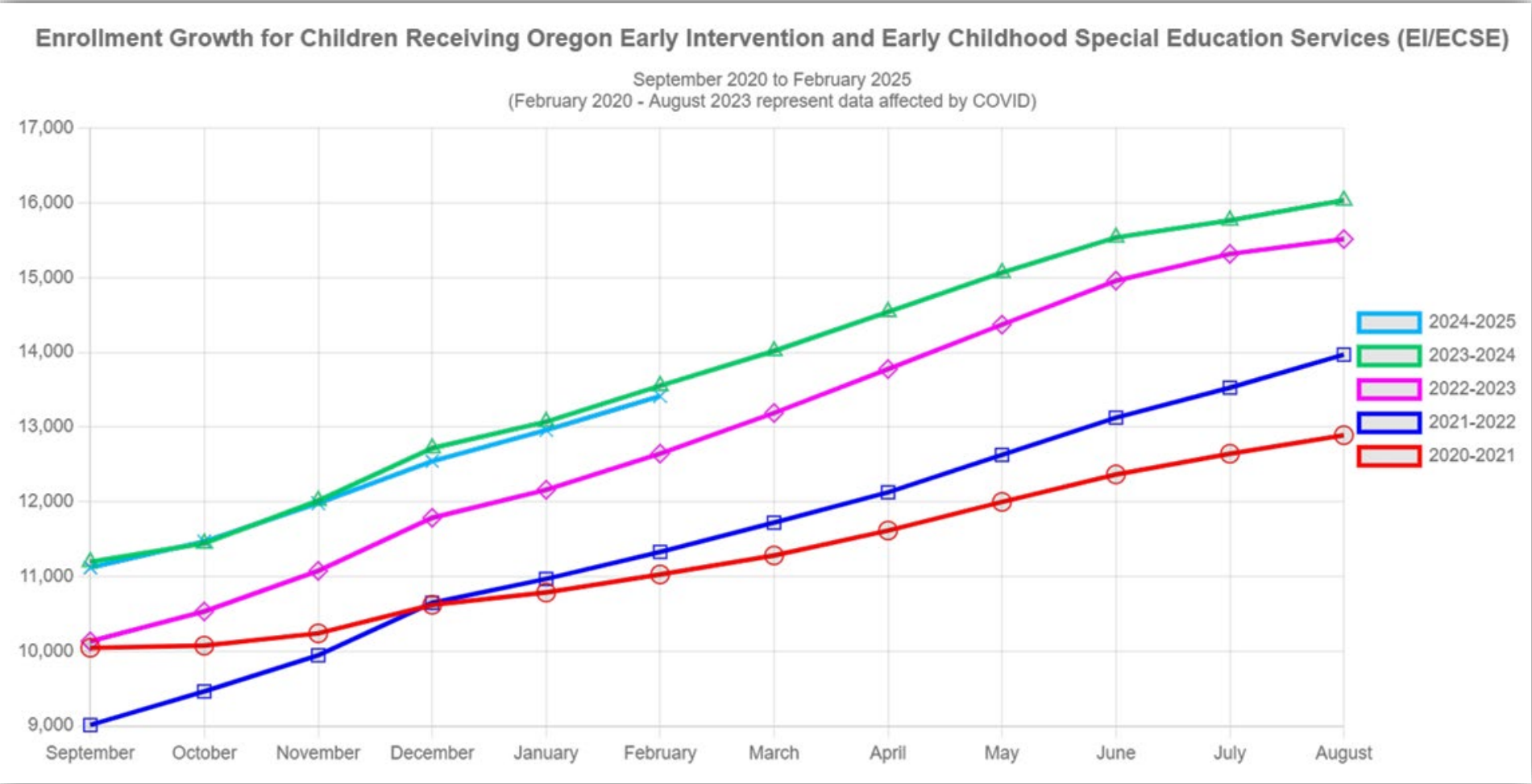
Early Intervention/Early Childhood Special Education (EI/ECSE)

| General Fund | Other Funds | Other Funds-CAT* | Federal Funds | Total Funds (CSL) |
|-----------------|-------------|------------------|----------------|-------------------|
| \$250.2 million | - | \$115.3 million | \$43.1 million | \$408.6 million |

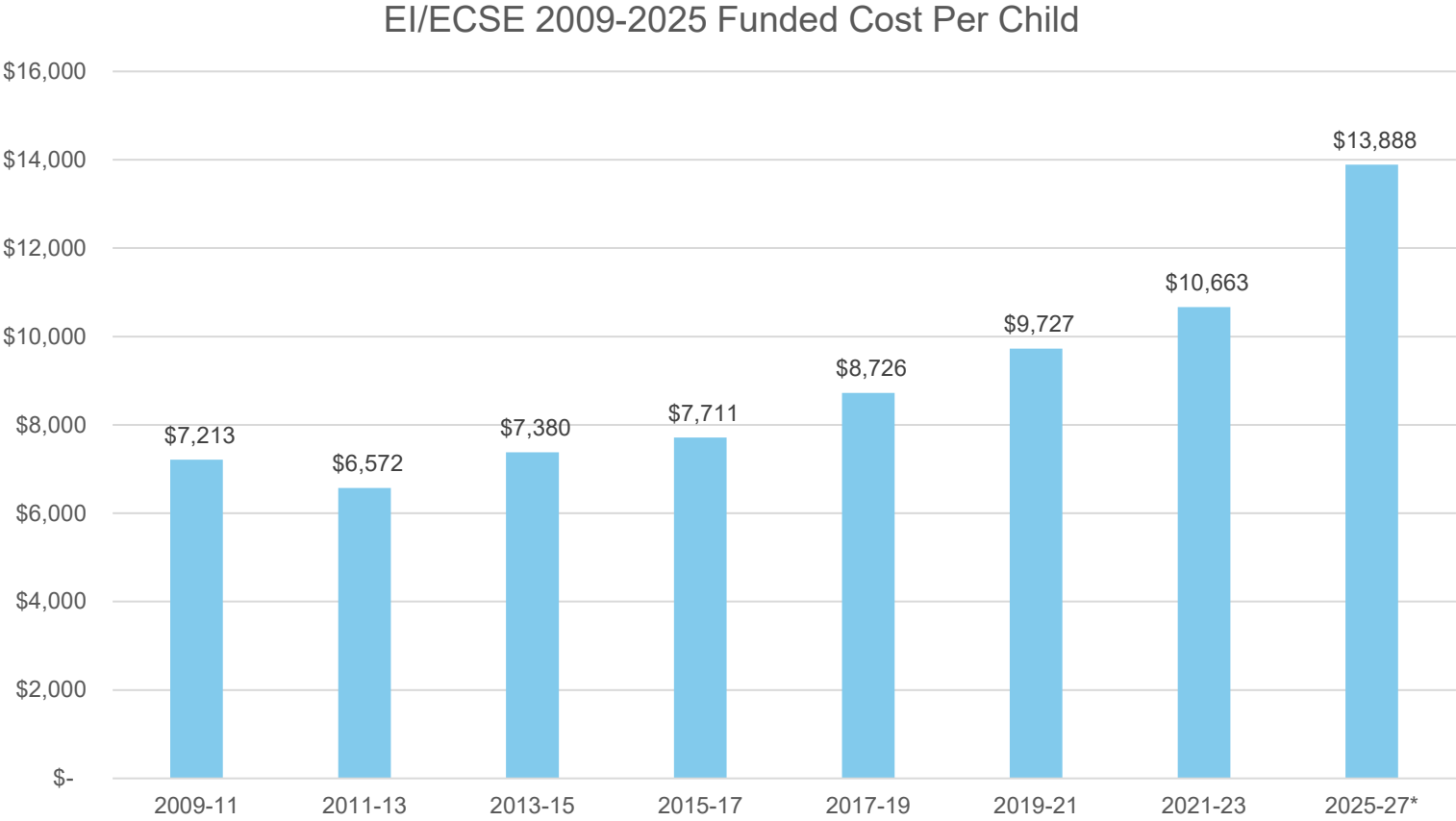
- Early Childhood Special Education (ECSE) is federally mandated and Early Intervention (EI) is state-mandated (ORS 343.455 through 343.534).
- Oregon's EI/ECSE operates as a seamless service for infants, toddlers, and preschoolers (birth to kindergarten entry) who have disabilities or developmental delays.
- Early Intervention (EI) – Provides individually designed services for children birth to three and support for parents to enhance children's physical, cognitive, communication, social/emotional, and/or adaptive development.
- Early Childhood Special Education (ECSE) – Provides specially designed instruction for children ages 3 to kindergarten entry in the areas of communication, cognitive, social/emotional, adaptive, and other developmental areas.
- EI/ECSE served an average of 13,888 children in 2023-24, the latest year for which actuals are available. EI/ECSE must serve every child found eligible for services. Caseload growth is impacted by other childcare and early learning program expansions, as these settings typically identify children who qualify for services.

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

Grant-In-Aid: Specialized Student Service Grants



Grant-In-Aid: Specialized Student Service Grants

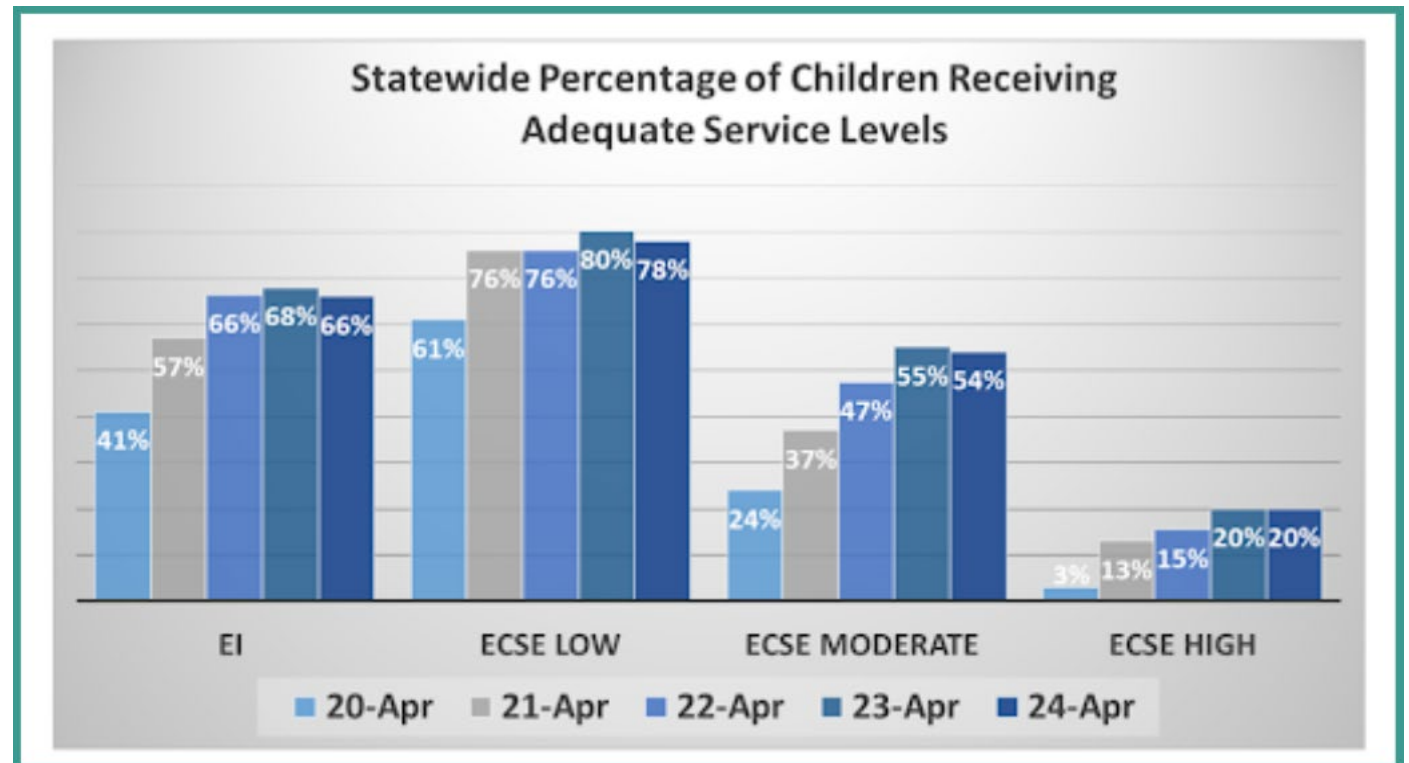


*Current Service Level Calculation

EI/ECSE Adequate Levels of Service from April 1, 2020-April 1, 2024



| Early Intervention | Adequate Service Level |
|---|--|
| Services for all eligible infants and toddlers | <ul style="list-style-type: none"> EI service at least 1x week |
| Early Childhood Special Education | Adequate Service Level |
| Low Need: Delayed in 1-2 areas of development | <ul style="list-style-type: none"> ECSE Service at least 1x week |
| Moderate Need: Delayed in 3-4 areas of development | <ul style="list-style-type: none"> Preschool: 12 hours or 3x week ECSE Service: At least 1x week Family Teaching Activity: 1x month |
| High Need: Delayed in most or all areas of development | <ul style="list-style-type: none"> Preschool: 15 hours a week Related or equivalent service: 1x week Family Teaching Activity: 1x month |



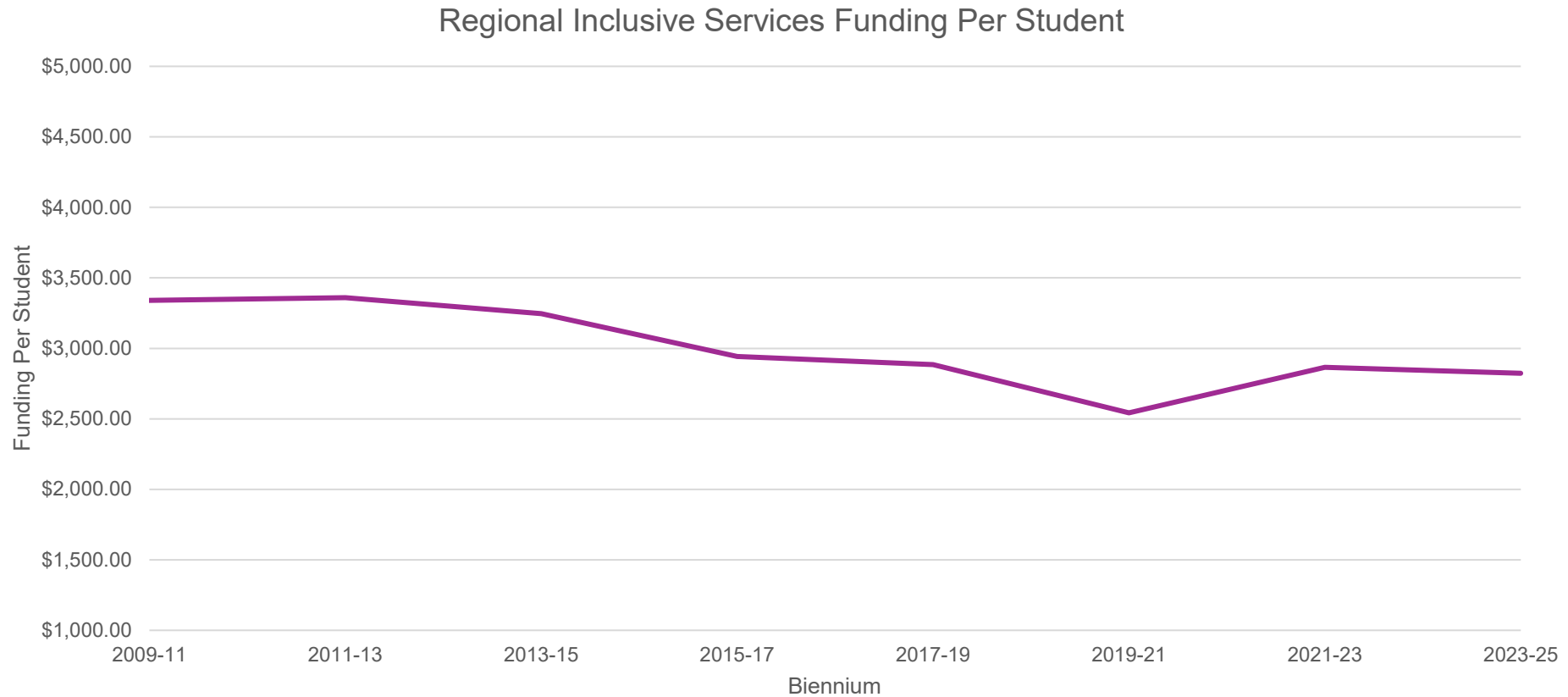
RIS Program Funding

Regional Inclusive Services

| General Fund | Other Funds | Other Funds-CAT* | Federal Funds | Total Funds (CSL) |
|----------------|-------------|------------------|----------------|-------------------|
| \$32.5 million | - | - | \$36.7 million | \$69.2 million |

- Established in ORS 343.236; provides services to children who are deaf/hard of hearing, deafblind, and those who experience vision impairments, orthopedic impairments, autism, and traumatic brain injury, ages birth to age 21.
- Services are provided through eight regional contractors (ESDs and school districts) who provide specialized support to districts. ODE staff provide statewide coordination along with a Regional Management Team.
- Services include assistance with eligibility evaluation and determinations; specially designed instruction; assistive technology; capacity building and district-level training; IFSP and IEP team consultation and coaching to support implementation of evidence-based practices; and child-specific consultation.
- On the December 1, 2023, special education census count, 14,653 students birth to age 21 were served by Regional Inclusive Services.
- Growth continues to be highest in the category of autism, making up 79% of the student population served by Regional Inclusive Services (11,602 students).

RIS Program Funding Per Student



Grant-In-Aid: Specialized Student Service Grants

Hospital Education Programs

| General Fund | Other Funds | Other Funds-CAT* | Federal Funds | Total Funds (CSL) |
|---------------|---------------|------------------|---------------|-------------------|
| \$1.6 million | \$6.6 million | - | \$0.1 million | \$8.3 million |

- Established in ORS 343.261, the Hospital Education Programs provide educational services to students in five Private Hospitals who have acute, long-term medical needs such as cancer, severe burns, head injuries, and chronic diseases requiring frequent hospitalization. The Hospital Education Programs also provides educational services in the two Oregon State Hospitals located in Salem and Junction City.
- ODE contracts with three different ESDs that collaborate with Private and State hospital facilities to provide instruction while students are receiving hospitalized medical and mental health services.
- The Hospital Education Programs provided education services to more than 1,500 students in the 2023-24 school year.
- Educational services are individualized to student needs and are many times in partnership with the home district of the student.

Grant-In-Aid: Specialized Student Service Grants

Long-Term Care and Treatment Programs

| General Fund | Other Funds | Other Funds-CAT* | Federal Funds | Total Funds (CSL) |
|----------------|----------------|------------------|---------------|-------------------|
| \$22.2 million | \$21.6 million | - | \$1.3 million | \$45.1 million |

- Established in ORS 343.961 to provide educational services to children contracted by the Department of Human Services, Oregon Health Authority, and Oregon Youth Authority for the treatment services of students in eligible day and residential treatment programs.
- For 23-24, 399.69 ADM with an average length of stay of 173.85 calendar days
- Programs ensure students are provided with a protected educational environment that allows for full implementation of their treatment plan during the school day.
- ODE has contracts with 18 districts/ESDs to administer a total of 28 educational programs statewide for the 2024-25 school year.
- In the 2023-24 school year, 1,073 unduplicated students entered and exited LTCT; roughly 2.68 times the ADM.
- Approximately 475 students (44%) of those served are identified as students with disabilities with 145 students (14%) with Limited English Proficiency.
- This program receives federal IDEA and Title ID, Neglected & Delinquent grant funds.

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

Grant-In-Aid: Specialized Student Service Grants

Pediatric Nursing Facility (PNF)

| General Fund | Other Funds | Other Funds-CAT* | Federal Funds | Total Funds (CSL) |
|---------------|-------------|------------------|---------------|-------------------|
| \$5.2 million | - | - | - | \$5.2 million |

- ORS 343.941 establishes the providing and funding educational services to students with severe medical conditions who reside and are admitted to the Pediatric Nursing Facility within Providence Hospital in Portland. Payments are made directly from the State School Fund.
- The Pediatric Nursing Facility (PNF) education program provides funding to Portland Public Schools to educate students in the Least Restrictive Environment either at the Providence Pediatric Hospital or a Portland Public School building.
- The grades served in 2023-24 ranged from Kindergarten to 12th grade.
- The average daily membership (ADM) for 2023-24 was 9.46 ADM for PNF.
- For 2023-24, nine (9) of the ten (10) students served in PNF are identified as students with disabilities.
- For 2023-24, the average length of stay in school days is 173.6 days out of 174 days for 99.78% of the school year. All of the students were there for the entire school year except for 1 student that was enrolled for 4 days.
- The program receives federal IDEA grant funds.

Grant-In-Aid: Specialized Student Service Grants

Youth Corrections Education Program (YCEP) & Juvenile Detention Education Programs (JDEP)

| General Fund | Other Funds | Other Funds-CAT* | Federal Funds | Total Funds (CSL) |
|---------------|----------------|------------------|---------------|-------------------|
| \$8.7 million | \$16.3 million | - | \$2.9 million | \$27.8 million |

- YCEP provides a standard education to incarcerated youth ages 12-21 in Oregon Youth Authority close custody correctional facilities, with an average length of stay of 119.7 days.
- The average daily membership (ADM) for 2023-24 was 222.77 for YCEP.
- Education services are provided to 8 YCEP facilities through 6 contracts with School Districts and ESDs.
- For the YCEP program 388 male students, 94 female students and 3 non-binary student were served during the 2023-24 school year.
- The Other Funds budget represents funding transferred from the State School Fund based on ADMw, as prescribed in the State School Fund distribution model for each of these programs, with a weight of 2.0.
- The program receives federal IDEA and Title I Neglected & Delinquent grant funds.

Grant-In-Aid: Specialized Student Service Grants

Youth Corrections Education Program (YCEP) & Juvenile Detention Education Programs (JDEP) continued

| General Fund | Other Funds | Other Funds-CAT* | Federal Funds | Total Funds (CSL) |
|---------------|----------------|------------------|---------------|-------------------|
| \$8.7 million | \$16.3 million | - | \$2.9 million | \$27.8 million |

- JDEP provides education to youth ages 12-21 in 11 county juvenile detention centers with grant agreements with 9 School Districts and ESDs.
- The average daily membership (ADM) for 2023-24 was 112.56 for JDEP with an average length of stay of 16.16 calendar days.
- For 2023-24, 1,111 (73.92%) were male students, 362 (24.09%) were female students and 30 (2.00%) were non-binary students.
- Of the 1,503 students, 441 students (29.34%) of the students are eligible for IDEA services and 125 students (8.32%) were Limited English Proficiency.
- The Other Funds budget represents funding transferred from the State School Fund based on ADMw, as prescribed in the State School Fund distribution model for each of these programs with a weight of 1.5.
- The program receives federal IDEA grant funds.

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

2023-25 Budget Notes

HB 5014 - Related to YCEP/JDEP Funding Flexibility

The Department of Education shall account for YCEP and JDEP funding as a single program. To determine funding distributions between YCEP and JDEP providers and programs, the Department shall consider:

- *The diversity of the population being served, including the number or percentage of youth from historically underserved populations*
- *The characteristics of the facility including the number of classrooms in use*
- *The number of students served in the program*
- *The percentage of students qualifying for special education services*
- *The level of transition support offered by the provider.*

Grant-In-Aid: Specialized Student Service Grants

Individuals with Disabilities Education Act (IDEA)

| General Fund | Other Funds | Other Funds-CAT* | Federal Funds | Total Funds (CSL) |
|--------------|-------------|------------------|-----------------|-------------------|
| - | - | - | \$245.0 million | \$245.0 million |

- IDEA was originally enacted by Congress in 1975 and ensures services to children with disabilities throughout the nation.
- School districts are primarily responsible for meeting the educational needs of students with disabilities, which include:
 - Locating, evaluating, and identifying students with disabilities
 - Developing and implementing Individualized Education Programs (IEPs)
 - Complying with numerous fiscal, data, and legal requirements established in federal regulations
- ODE provides annual IDEA distributions – based on federal formulas – to school districts in order to provide special education and related services to eligible students.

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

Grant-In-Aid: Specialized Student Service Grants

Individuals with Disabilities Education Act (IDEA)

- School districts are required to meet maintenance-of-effort (MOE) requirements as a condition of receiving funding.
- If a local district does not maintain effort, they must repay MOE shortfalls with non-federal fund resources.
- IDEA federal rules also require Oregon to demonstrate it will not reduce the amount of state financial support for students with disabilities below the amount made available for the preceding fiscal year.
- If Oregon does not maintain its effort, the allocation of federal special education funds will be reduced from future allocations after all legal remedies have been exhausted.

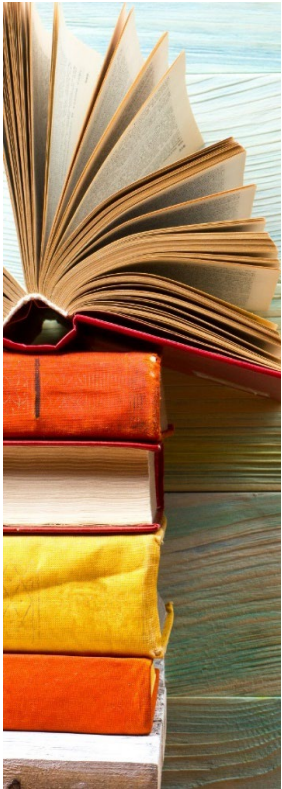


Grant-In-Aid: Specialized Student Service Grants

Individuals with Disabilities Education Act (IDEA)

The following programs at ODE are included in the state-level MOE calculation:

- Special Education Department Operations
- Oregon School for the Deaf
- Blind and Visually Impaired Student (BVIS) Fund
- Early Childhood Special Education Programs
- Hospital Education Programs
- Long-Term Care and Treatment Programs
- Regional Programs
- High Cost Disability Fund
- State School Fund Amount for Students with Disabilities (second weight)
- State School Fund Amount for the 11% Cap Waiver
- State Funds from all state agencies made available for IEP purposes



Grant-In-Aid: Specialized Student Service Grants

Vision Screening Reimbursements

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

- SB 187 passed in the 2017 Legislative Session that established the Vision Health Account and directs ODE to reimburse public school districts, Oregon Prekindergarten programs, and approved vision screening programs preschool programs \$4 per vision screening provided.
- Funding is achieved through a transfer of appropriate General Fund that is deposited into the Vision Health Account to cover the cost of staffing and grants.
- Caps administrative expenses at 10% of total funding available for issuing reimbursements to providers.
- Individual student reimbursements are capped at \$4.00 per student per year and cannot exceed the amount in the account.
- In 2023-24, 153 Vision Screening Grants were issued for 211,479 students screened in 158 school districts, 2 ESDs, 34 charter schools.

Grant-In-Aid: Specialized Student Service Grants

Blind and Visually Impaired Student (BVIS) Fund

| General Fund | Other Funds | Other Funds-CAT* | Federal Funds | Total Funds (CSL) |
|---------------|---------------|------------------|---------------|-------------------|
| \$4.8 million | \$1.8 million | - | - | \$6.7 million |

- Established in 2009 (HB 2834) and codified in ORS 346.315 to support the educational needs for students experiencing a visual impairment or blindness.
- The BVIS Fund supports:
 - Access to core instruction (including assistive technology and training for general education staff)
 - Access to the expanded core curriculum for students who are blind or visually impaired
 - Technical assistance or professional development for the purpose of providing educational services to students who are blind or visually impaired
 - Opportunities for students to access their educational program in the least restrictive setting
 - Statewide activities previously provided by Oregon School for the Blind (i.e. sports events, short term camps, short / long term instructional placements)
 - Opportunities for underserved students including students of color and students living in low-population-density areas of the state
- Services are provided by a regional contractor; ODE staff provides contract administration and oversight.

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

Questions?



Office of Finance and Information Technology

The Office of Finance and Information Technology (OFIT) provides support services to the agency as well as direct programs School Finance and School Facilities.

Vision:

OFIT commits to effective and efficient support resulting in transparent and equitable service delivery.

Mission:

OFIT provides customers innovative, cross-office coordination of finance, infrastructure, and operation.

Strategic Pillars:

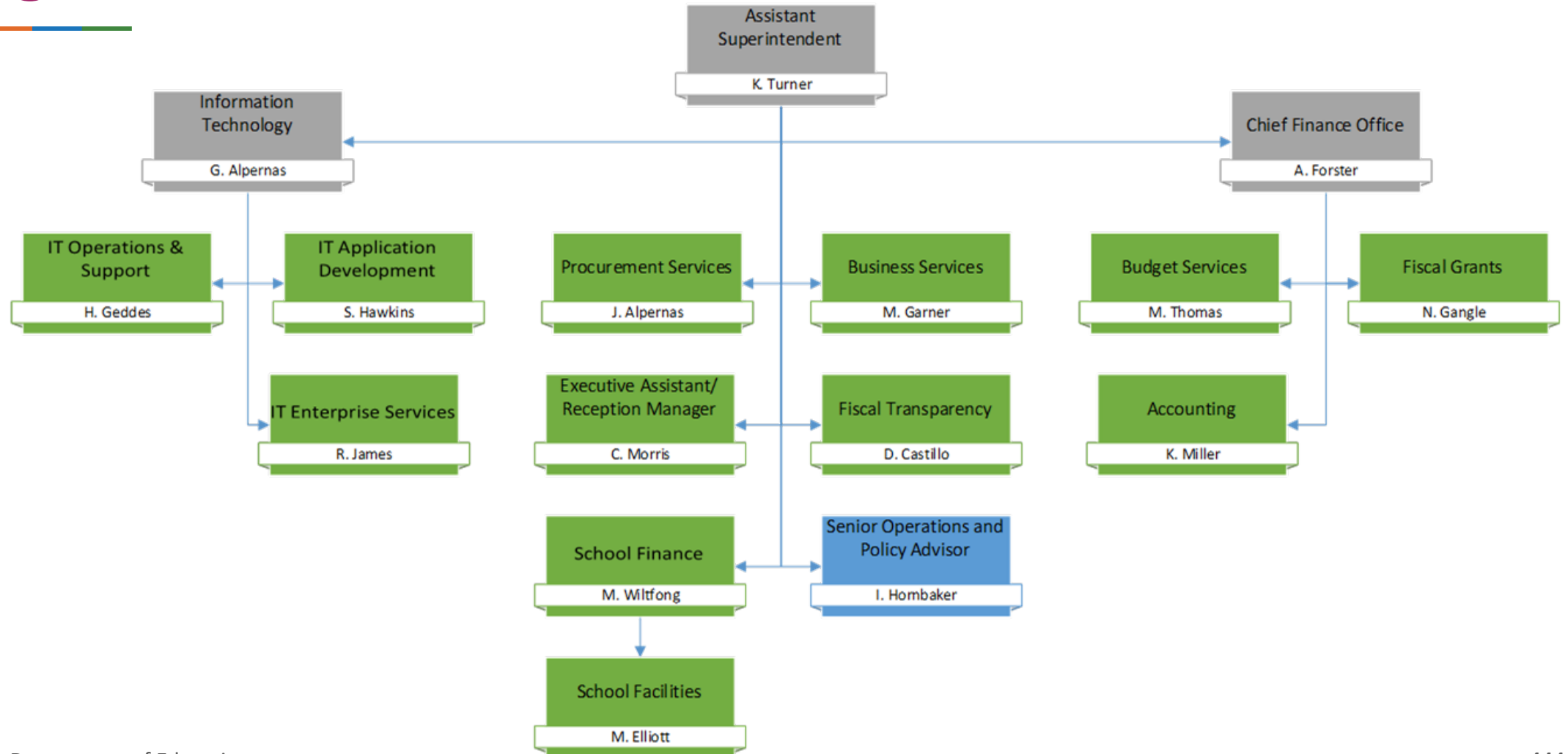
Develop Reliable Resources, Increase Transparency, Support Customer Needs, and Prioritize Quality Customer Service.



Kai X. Turner

Assistant
Superintendent Office of
Finance and Information
Technology

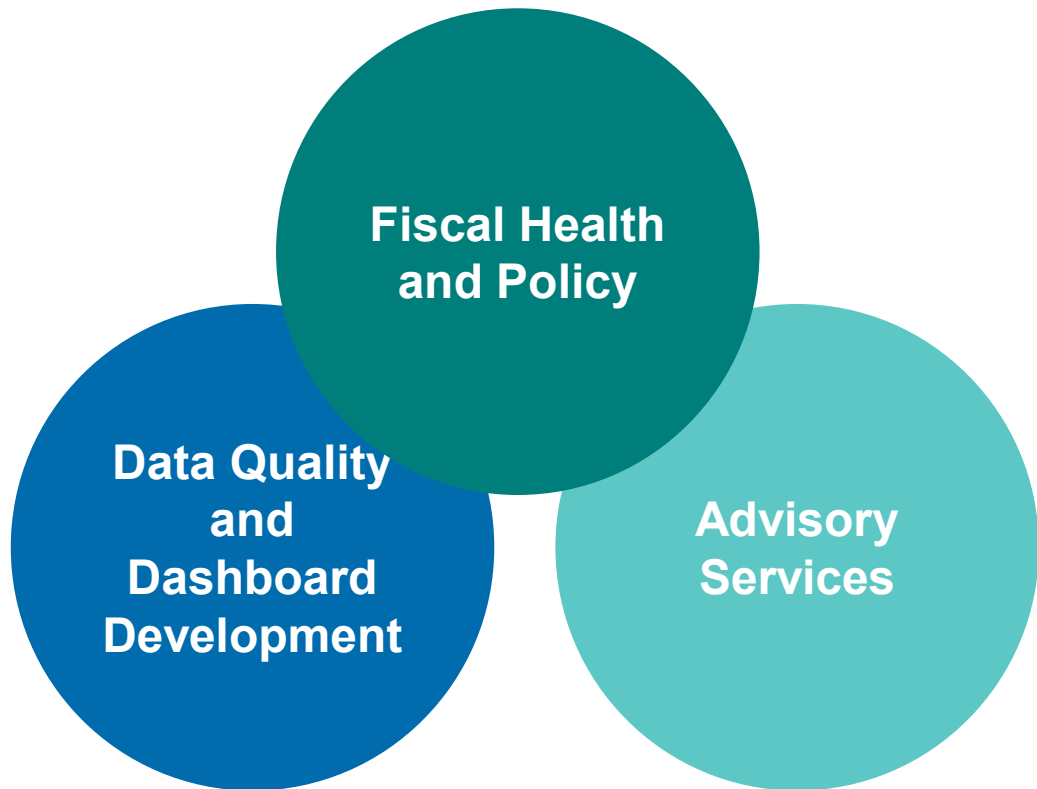
Organizational Chart





Fiscal Transparency

Fiscal Transparency Unit: Programs



Devyn Castillo
Director of Fiscal
Transparency

Data Quality and Dashboard Development

Focus Areas:

- **Improving the existing district and charter school financial data** and audit submission and reconciliation processes to increase efficiency, accuracy, and comprehensiveness.
- **Develop a data dashboard that includes fiscal and student performance outcomes** for Oregon public education agencies through cross-agency partnerships at ODE.



Fiscal Health and Policy

Focus Area:

- Develop tools to measure Oregon public education entities fiscal health and align those tools with state policy to ensure local public education entities maintain good fiscal health.
- Timeline and Next Steps:
 - Metrics and Tools – In Progress
 - Policy, Guidance, and Enhanced Technical Assistance - Early Planning



Advisory Services

Focus Area:

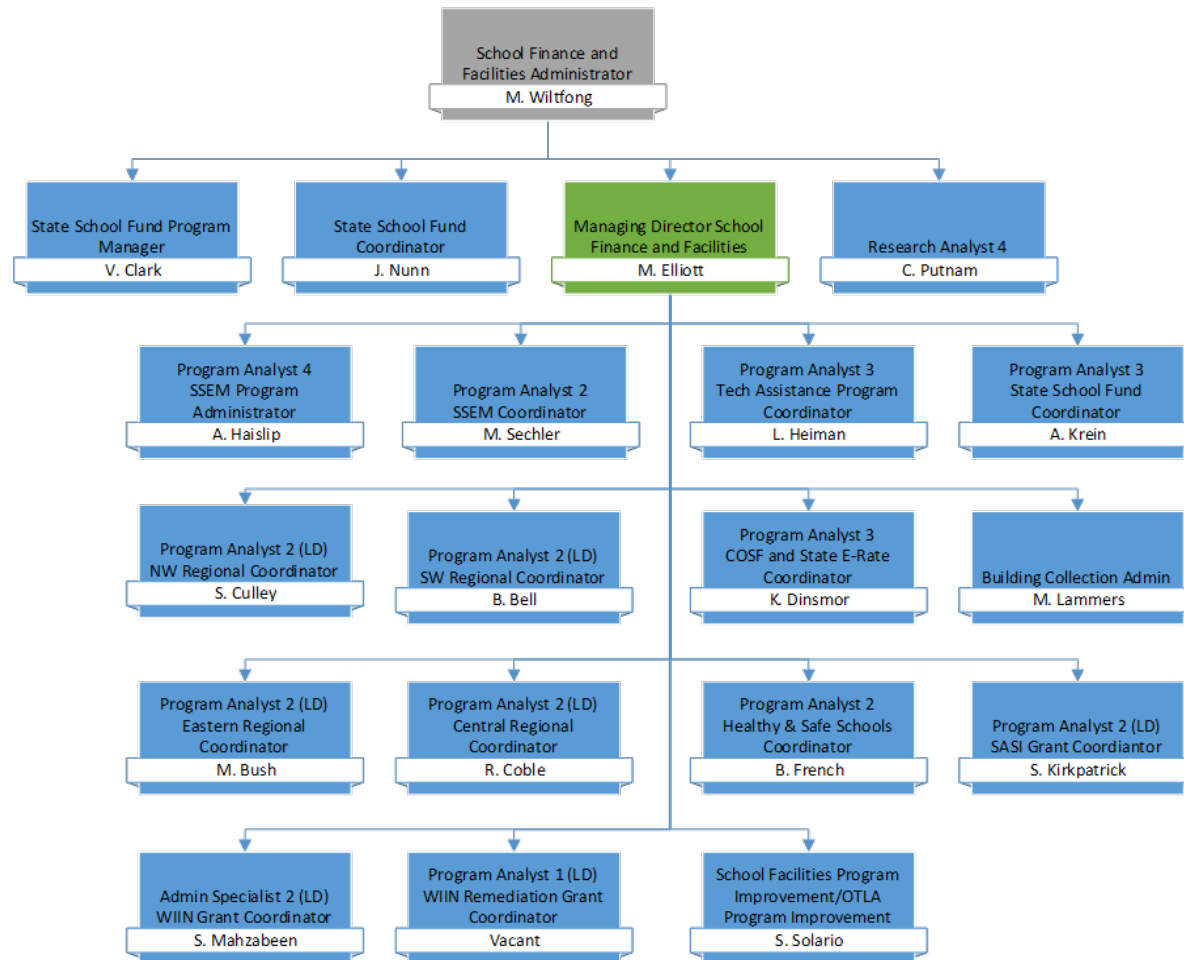
- Empowering Oregon public education agencies through tailored and targeted financial technical assistance to Local education agencies (LEAs) such as:
- Strengthening capacities of education partners in the Oregon education finance landscape leading to better public understanding of education finance
- Supporting public proficiency in education finance supports ODE's broader fiscal transparency and accountability goals.





School Finance & School Facilities

School Finance & School Facilities Overview



Michael Wiltfong
Administrator, School
Finance & School Facilities



Michael Elliott
Managing Director, School
Finance & School Facilities



School Finance

School Finance Unit

- Administers the State School Fund
- Manages several other grant programs totaling over \$300 million:
 - Common School Fund & High-Cost Disability Grant
 - Small High School Grant, Local Option Equalization Grant, & 2020 Wildfire Grant
- Provides technical assistance/reporting for K-12 partners, advocacy, legislature, media, and constituents
- Provides data for the administration of the Student Investment Act, High School Success, and Early Literacy programs



School Facilities

School Facilities Programs

- Technical Assistance Program (TAP)
- Oregon School Capital Improvement Matching (OSCIM) Program
- Connecting Oregon Schools Fund (COSF)
- School Safety and Emergency Management (SSEM)
- Statewide School Facility Assessment
- Healthy and Safe Schools (HASS) Lead in Water Testing

Technical Assistance Program (TAP)

Facility Assessment (\$40,000)
Long-Range Facility Plan (\$40,000)

Oregon School Capital Improvement
Matching (OSCIM) Program

Seismic Assessment
(\$25,000)

Seismic Rehabilitation Grant Program
(administered by Business Oregon)

Asbestos Hazard Assessment
(\$25,000)

Federal Requirements

Technical Assistance Program (TAP)

| Total TAP Grant Amount | |
|----------------------------------|----------------------|
| Facilities Assessment Total | \$ 3,720,000 |
| Long-Range Facility Plan Total | \$ 4,455,000 |
| Seismic Assessment Total | \$ 4,275,000 |
| Radon Hazard Assessment Total | \$ 2,400,000 |
| Asbestos Hazard Assessment Total | \$ 2,900,000 |
| Total Grant Amount | \$ 17,750,000 |

| Total TAP Grants Awarded | |
|-----------------------------------|------------|
| Facilities Assessment Grants | 168 |
| Long-Range Facility Plan Grants | 165 |
| Seismic Assessment Grants | 171 |
| Radon Hazard Assessment Grants | 96 |
| Asbestos Hazard Assessment Grants | 116 |
| Total Grants | 716 |

| | |
|---|------------|
| Number of School Districts Awarded a TAP Grant | 184 |
|---|------------|

| TAP Grants By Year | | |
|--------------------|-------------|----------------------|
| Year | # of Grants | Grant Amount |
| 2024 | 74 | \$ 2,450,000 |
| 2023 | 89 | \$ 2,120,000 |
| 2022 | 113 | \$ 2,775,000 |
| 2021 | 52 | \$ 1,260,000 |
| 2020 | 103 | \$ 2,470,000 |
| 2019 | 114 | \$ 2,730,000 |
| 2018 | 88 | \$ 2,030,000 |
| 2017 | 44 | \$ 1,005,000 |
| 2016 | 39 | \$ 910,000 |
| Total | 716 | \$ 17,750,000 |

Funding Source: \$6 million from State School Fund

Capital Financing & Debt Services

Oregon School Capital Improvement Matching Program (OSCIM Program):

\$108.9 million in state GO bonds funded in Governor's Budget

Connecting Oregon Schools Fund (COSF):

\$5 million in lottery bonds



Oregon School Capital Improvement Matching (OSCIM) Program

| | |
|--------------------------|-------------------------|
| OSCIM Grant Total | \$ 450,069,832 |
| Local Bond Total | \$ 7,858,145,970 |

| | |
|----------------------------------|------------|
| # of OSCIM Grants Awarded | 99* |
| # of Districts Awarded | 96 |

**St. Helens SD, Umatilla SD, and Oregon City SD have received two OSCIM grants*

- Article XI-P Bonds that are authorized each biennium by the legislature
- District must pass a matching local general obligation bond
- OSCIM Program grants are awarded from \$6 to \$12 million
- 2025-27 GRB Request:
\$108.9 million Article XI-P Bonds
\$77.5 million Lottery Funds

Capital Bonds – OSCIM Program (XI-P)

The 2025-27 Governor’s Recommended Budget for Oregon Schools Capital Improvement Matching Program (OSCIM) XI-P is \$262.8 million in Total Funds, reflecting scheduled principal and interest payments for outstanding XI-P bonds for the Oregon School Capital Improvement Matching Program (OSCIM).

| | General Fund | Lottery Funds | Other Funds | Total Funds (GB) |
|-----------------------|----------------|---------------|-----------------|------------------|
| Capital Bonds - OSCIM | \$0 million | \$0 million | \$208.9 million | \$208.9 million |
| Debt Service - OSCIM | \$75.9 million | \$0 million | \$0 million | \$75.9 million |
| Total - OSCIM | \$75.9 million | \$0 million | \$208.9 million | \$284.8 million |

Governor's Recommended Budget: Oregon Schools Capital Improvement Matching Program (OSCIM) Funding Bonds

Governor's Recommended Budget Investment

Technical Adjustments

- An increase of \$77.5 million in Lottery Funds (Package 090).

Investments

- Invests \$109 million to provide matching grant funds to districts that pass a local bond measure for capital improvement projects.
- The program's main goal is to encourage communities to pass local school district general obligation bonds to address capital needs.
- This investment will allow the program to fund 14 - 20 grants over four election cycles in the biennium.

Connecting Oregon Schools Fund (COSF)

- Matches federal E-Rate funds, as administered by Universal Services Administrative Company (USAC) to pay for internet infrastructure
- If state provides 10% of construction costs, federal funds provide additional 10% above standard E-Rate funds



Connecting Oregon Schools Fund (COSF)

E-Rate Funding Year 2024 COSF Recipients:

| Grantee Name | Total Project Cost | USAC Contribution (%) | USAC Contribution (\$) | State Funding (%) | State Funding (\$) |
|---------------------------------|--------------------|-----------------------|------------------------|-------------------|--------------------|
| Harper School District 66 | \$39,975.12 | 90% | \$35,977.61 | 10% | \$3,997.51 |
| Forest Grove School District 15 | 2,140,005.00 | 90% | \$1,926,004.50 | 10% | \$214,000.50 |

Districts pursuing E-Rate Special Construction Projects in Funding Year 2025:

- Central SD 13J
- Philomath SD 17J
- Silver Falls SD 4J
- Molalla River SD 3
- Sweet Home SD 55
- Woodburn SD 103
- NWRESD for: Vernonia SD 47J & Jewell SD 8

Connecting Oregon Schools Fund (COSF)

Funds will pay for:

- Required state match
- E-Rate consultant costs (1% total construction costs) which cover:
 - Assistance to schools throughout project from RFP to completion.
 - High Level Project Management Service which can be a 3 to 4-year process.
- Gap funding for schools that are below the maximum discount rate.

Funds are prioritized to the least served districts in terms of internet connection provided at the school.

Connecting Oregon Schools Fund (COSF)

Challenges

- Without the state matching grant, many projects will not start.
- Projects take up to three years to complete from the start of the application cycle to certificate of completion.
- Ongoing internet costs are too high to maintain.
- Need additional funding to cover future projects and requesting \$5 million in lottery bonds this biennium.

Capital Bonds – COSF Program

The 2025-27 Governor’s Recommended Budget for the COSF Program is \$13.8 million in Total Funds, reflecting scheduled principal and interest payments for outstanding Lottery Revenue Bonds (LRB) bonds and new funding for the Broadband Connecting Oregon Schools Grants (COSF).

| | General Fund | Lottery Funds | Other Funds | Total Funds (GB) |
|----------------------------------|--------------|---------------|---------------|------------------|
| Capital Bonds - COSF | \$0 million | \$0 million | \$5.1 million | \$5.1 million |
| Lottery-Backed Bond Debt Service | \$0 million | \$8.7 million | \$0 million | \$8.7 million |
| Total | \$0 million | \$8.7 million | \$5.1 million | \$13.8 million |

Governor's Recommended Budget: Connecting Oregon Schools Fund (COSF) Funding Bonds

Governor's Recommended Budget Additions or Changes

- Invests \$5 million in lottery bonds to continue maximizing federal E-Rate funding for internet infrastructure construction projects and ensuring digital readiness, as technology advances, for Oregon schools.
- COSF provides state match funding leveraging federal E-Rate program dollars.
- To address barriers, the COSF Program has expanded the use of its funds to cover costs to remove these barriers for school districts.
- The results of this is the original dedicated funds are not able to go as far as originally estimated.

School Safety and Emergency Management (SSEM)

The **School Safety and Emergency Management Team** supports schools, districts, charters and ESDs on emergency preparedness. Support is provided through in-person and virtual training, monthly communication, written guidance and emergency plan development.

SSEM 2024 Accomplishments:

- Provided training or technical assistance to 64 districts (23 rural).
- Transitioned from contracted model to regional staffing model—hired five new staff (1 state coordinator and 4 regional coordinators).
- Collaborated with external state agency partners to develop five comprehensive guidance documents for school emergency planning (HB 2902).



School Safety and Emergency Management (SSEM)

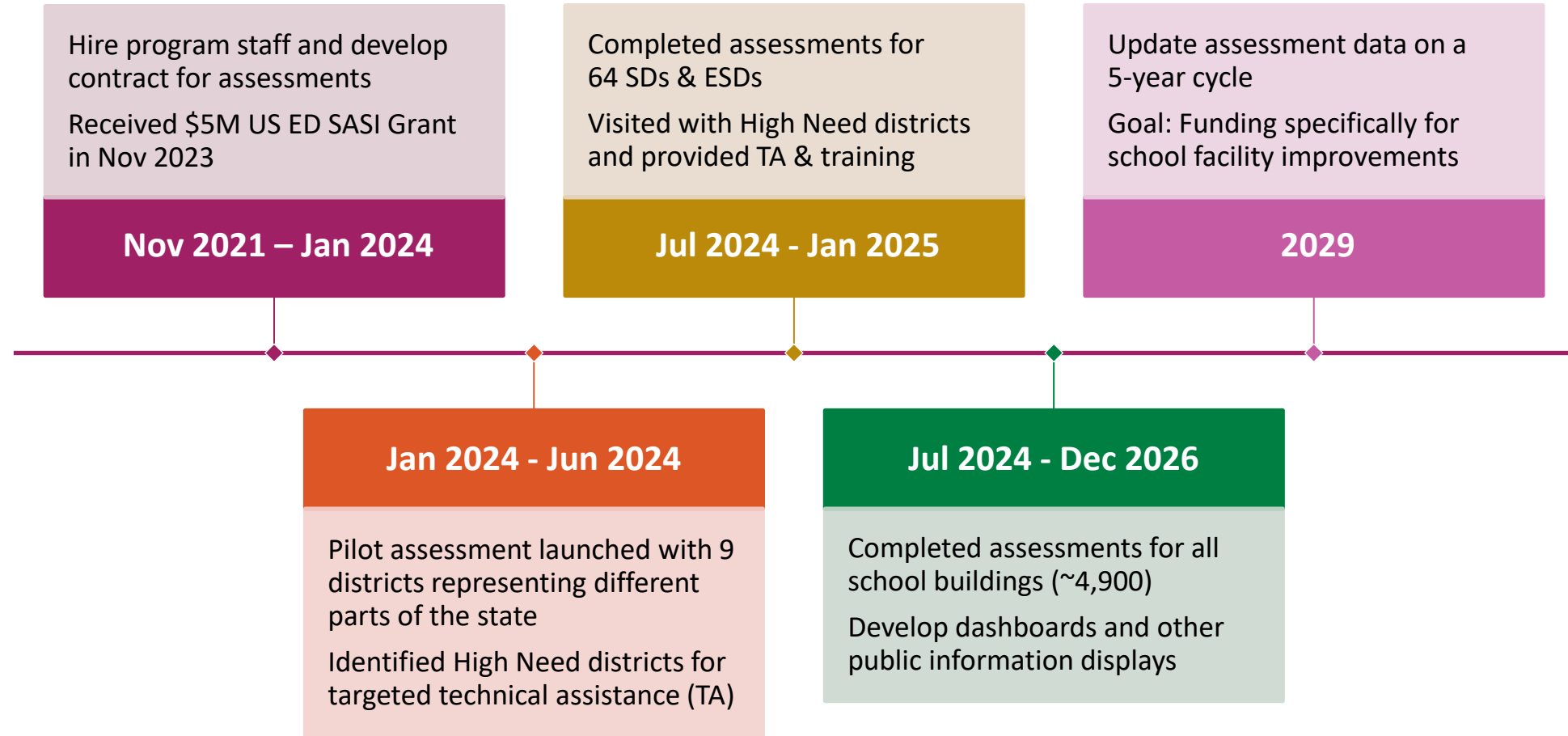
Current Financial Support

- \$3 million per biennium that supports travel, training and staffing for six positions:
 - Four regional coordinators (new hires in '24).
 - One state coordinator (new hire in '24).
 - One program manager.

Risks

- Major disaster requiring state or federal support.
 - ODE is using existing resources to develop a plan to support districts during a disaster—incorporating internal expectation of external agency and jurisdictional coordination.

Statewide School Facility Assessment



Lead in Water Testing

Healthy and Safe Schools (HASS) Lead in Water Testing

- Promotes transparency around lead in water testing by school districts, ESDs, and charter schools
- Verifies all Districts, ESDs, and Charter Schools test:
 - Required fixtures
 - All buildings (not just instructional)
 - Per schedule set by ODE at every 6-year interval
- Reimburses for testing costs:
 - Direct lab costs
 - Additional \$40 per sample to offset the collection and administrative costs



Lead in Water Testing

| Lead in Water Testing Status | |
|------------------------------|-------|
| Number of Districts Tested | 63 |
| Number of Schools Tested | 387 |
| Number of Fixtures tested | 25721 |

| Year | State Fund | Federal Fund |
|--------------|----------------------|----------------------|
| 2020 | \$ 15,027.50 | \$ 28,600.00 |
| 2021 | \$ 784.00 | \$ 502.00 |
| 2022 | \$ 78,371.80 | \$ 2,540.50 |
| 2023 | \$ 135,229.10 | \$ 278,573.00 |
| 2024* | \$ 213,106.51 | \$ 308,838.00 |
| Total | \$ 442,518.91 | \$ 619,053.50 |

*Data Up to September 2024

Funding Source

- \$2 million from State School Fund each biennium
- \$2.3 million in federal WIIN grant funds

Challenges

- Schools face staff shortage, high turnover and lack of qualified staff for testing procedures.
- Current grants do not cover lead fixture remediation costs

Next 6-year testing cycle begins July 2026

Lead in Water Testing

- The current WIIN grant is extended through October 2025, with a potential for further extension
- Received an additional \$1,151,000 WIIN grant, effective January 2025 to:
 - Provide reimbursement up to \$5,000 for fixture remediation
 - Train district personnel on the proper testing procedures and remediation procedure
 - Complete mandatory testing and remediation of fixtures for drinking or food preparation
- Remediation grant will prioritize schools serving younger students and higher poverty



Business Services

Business Services

- Business Services manages all capital financing projects for the Oregon School for the Deaf construction from inception to completion. The team works with Capital Projects Advisory Board (CPAB) and DAS Procurement to keep the OSD campus operational and make strategic improvements.
- Business Services serves as the general support function for ODE project management, process improvement and organizational excellence, and facilities including mail room services.



Melissa Garner
Business Services Director

Process & Organizational Excellence Team

2024 Accomplishments

- OFIT Operational Excellence Culture
- Procurement Lead Times
- Mobile Device Management

2025 Focus Areas

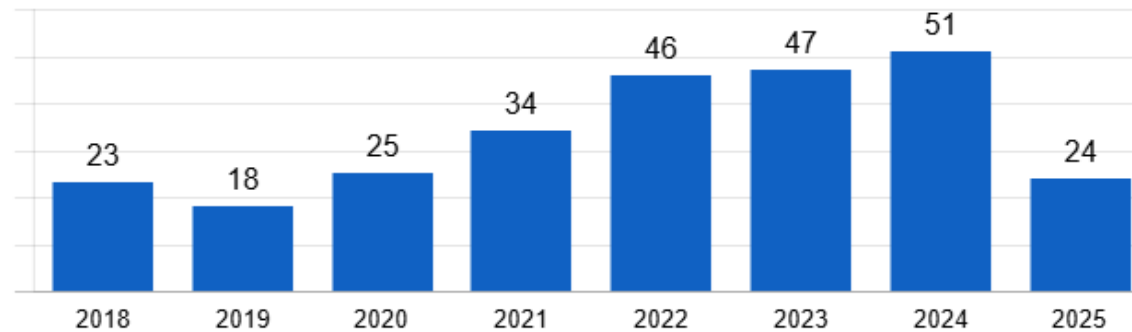
- OFIT Operational Excellence Culture
- State School Fund Modernization
- Grant Management System

Project Management Overview

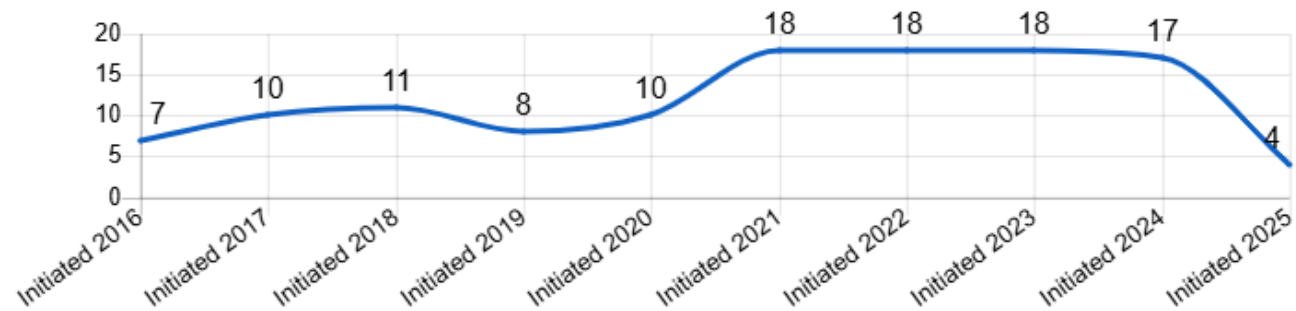
ODE employs 5 project managers, 4 permanent and one limited duration.

They manage 21 active projects. The projects with an IT component make up the bulk of their portfolio and 7 are under EIS oversight.

Total # of Projects Managed each Year



New Projects by Year



Fast Facts

76%

Projects with an Information Technology Component

7

of Projects Under EIS Oversight

21

of Active Projects

ODE Facilities

- Three staff
 - Facilities Operations Specialist 2
 - Two mailroom staff
- Responsible for
 - Mail
 - Staff locations and adjustments
 - Safety and Security
 - Contract administration for OSD construction



OSD Capital Improvement Projects

- ODE operates the Oregon School for the Deaf (OSD) which sits on a 37.3-acre campus with 18 buildings that house a variety of education, recreational, cultural, and residential services for approximately 100 students and 82 staff.
- In addition, the OSD campus also provides leased space for two charter schools and a head start program accounting for approximately an additional 400 students and staff.
- The 2021-23 capital improvements were funded through issuance of XI-Q State General Obligation Bonds and were targeted to replace an obsolete fire alarm system, continue ADA restroom improvements, and replace selected windows throughout campus. All projects were completed on schedule and have been closed.

23-25 OSD Capital Improvements: Track

The 2023-25 capital improvements were approved for \$3.5 million to be funded through issuance of XI-Q State General Obligation Bonds in March 2025. These funds will address the most critical changes needed for the track.

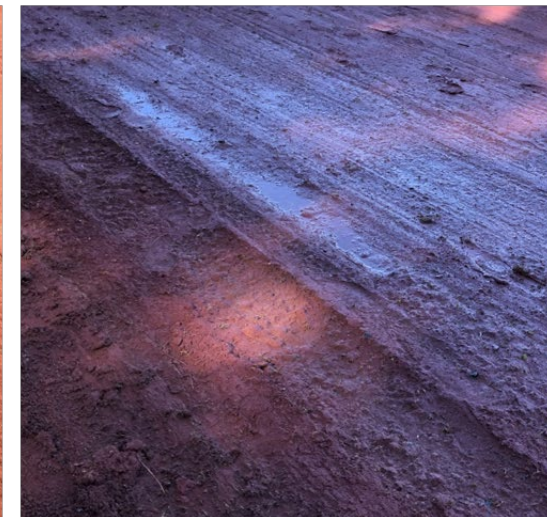
Current state of the track:

- Turns to dust after sun
- Turns to mud after rain
- Risks student injury
- Limits use of track

Replacing the track:

- Improves PE experience
- Promotes students' health

A&E RFP is ready to post



2024 Long Range Facilities Plan and Updated Assessment

- OSD now has an updated facilities condition assessment (February)
- The first Long Range Facilities Plan (June) outlines a 4-phase process and investments to make a generational update to the entire campus.
 - Phase 1: New Residence Halls
 - Phase 2: New Upper School
 - Phase 3: Renovate existing Lower School
 - Phase 4: New Athletic and Community Center
- Both documents are available on the OSD website.
 - [Facilities Condition Assessment](#)
 - [Long Range Facilities Plan](#)

Existing Conditions

Overall Ranking

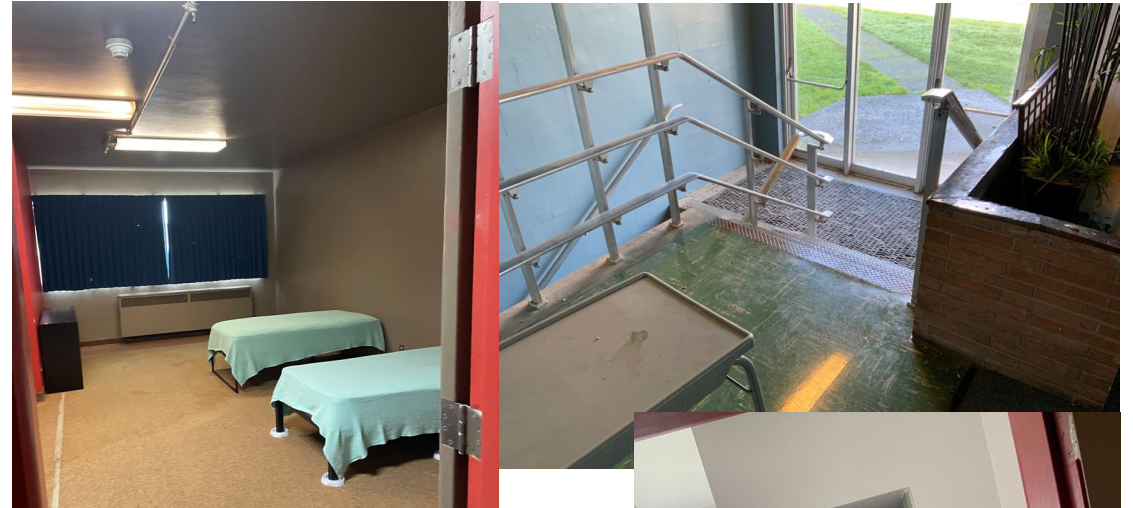




OSD Existing Residence Halls

- Peterson Hall (girls dorm)
 - Facilities Condition Index: 47%
 - Built in 1962 and is largely original
- Lindstrom Hall (boys dorm)
 - Facilities Condition Index: 54%
 - Built in 1957 using a prison template
- Neither addresses the needs of Deaf student and staff

Phase 1: Existing Dorms



Girls

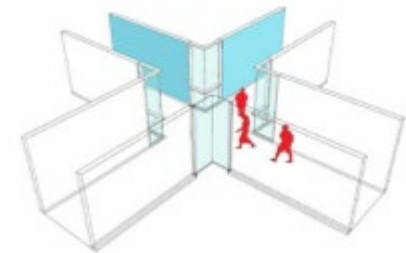
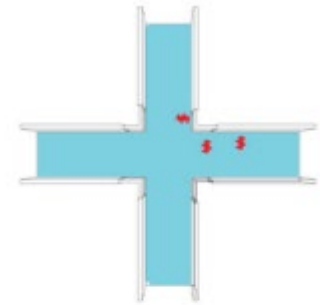
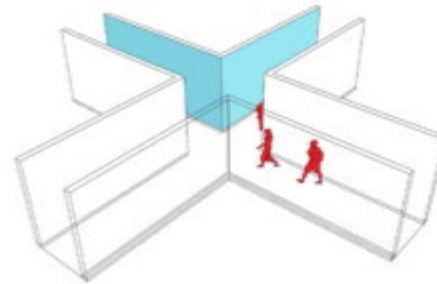
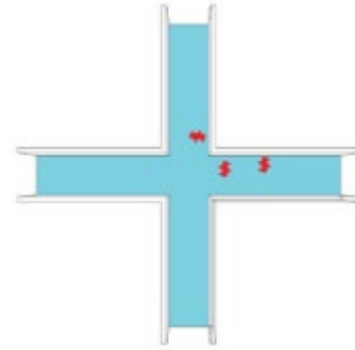


Boys



New Residence Halls

- Holistic Design for Deaf Education
 - Visual Landscape
 - Acoustics
 - Deaf Space
 - Health and Well-Being
- Designed in pods



Residence Hall Transformation - Delaware

Before



After



Residence Hall Transformation - Kentucky

Before



Reimagined



OSD Site Development

- Priority: Increase the safety of pedestrians on campus by moving all vehicular traffic and parking to the outside of the campus



Transformation Vision

Oregon Department of Education



Capital Bonds – OSD Projects (XI-Q)

The 2025-27 Governor’s Recommended Budget for OSD Capital Projects XI-Q is \$107.0 Total Funds, reflecting scheduled principal and interest payments for outstanding XI-Q General Obligation Bonds for capital improvements at the Oregon School for the Deaf and new projects.

| | General Fund | Lottery Funds | Other Funds | Total Funds (GB) |
|------------------------------|----------------|---------------|----------------|------------------|
| Capital Bonds – OSD Projects | \$0 million | \$0 million | \$96.2 million | \$96.2 million |
| Bond Debt Service - OSD | \$10.8 million | \$0 million | \$0 million | \$10.8 million |
| Total | \$10.8 million | \$0 million | \$96.2 million | \$ 107.0 million |



Procurement Services

Procurement Services

Our Vision:

Providing innovative procurement solutions through effective business partnerships.

Our Mission:

To ensure fair and equitable access to public funds, through proactive consultation and technical assistance related to the public purchasing; contracting; and grant processes.

Our Goals:

- Consistency of procurement information and options provided concerning project outcomes.
- Meet currently published procurement timelines.
- Engage in meaningful collaboration for procurement planning.

Procurement Services



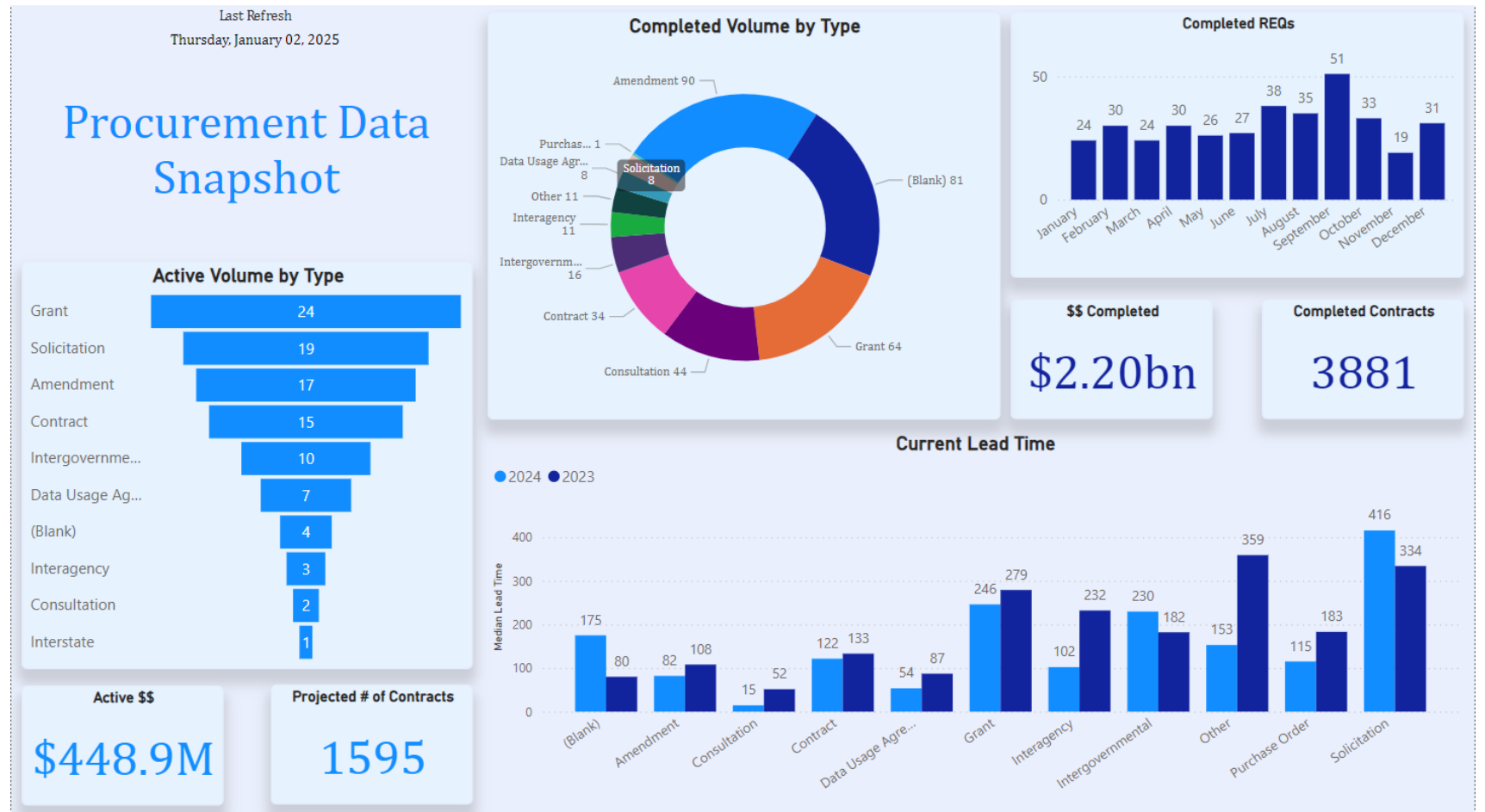
Oregon Department of Education

2024 Highlights:

- Built a cohesive, efficient team focused on operational excellence and internal improvements to support agency staff.
- Improved internal communication with business partners by refining educational resources, advancing training, and enhancing contract and grant processes.
- Strengthened internal teams to boost collaboration, streamline workflows, and improve overall execution.
- Leadtime was reduced from an average lead time from 260 days to 175 days and created a data dashboard for transparency.

Procurement Services

Data Dashboard snapshot: January 02, 2025



Procurement Services

2025 Goals & Priorities:

- **Support for [DAS' Disparity Study](#)**
 - Collaborate with DAS State Procurement leadership to strengthen relationships between state agencies and businesses, with a focus on diversity and inclusion.
 - Develop targeted resources and outreach initiatives informed by feedback from the DAS Disparity Study, including workshops and refined contract and grant processes, particularly for CBOs and COBID vendors.
- **Internal Support and Process Improvement**
 - Create an ODE-specific Contract and Grant Administrator training program to clarify processes, roles, and responsibilities.
 - Expand and refine the Data Dashboard, improving lead time by agreement type.
 - Issue an annual Customer Satisfaction Survey to guide the selection of improvement projects.



Chief Financial Office



Amber Forster
Chief Financial Officer

Chief Financial Office

Accounting Services - Handles ODE's payables, receivables, financial reporting, and provides oversight for the agency SPOTS and Travel programs.

Budget Services - Managing development and execution of the Agency's \$16 billion budget.

Fiscal Grants - Supports the processes which enable funds to flow from grant sources to School Districts, Education Service Districts, and sub-recipients to ensure processes are in compliance with federal, state and legislative law and guidance.

Electronic Grant Management System Modernization Project: The Why

Why are we replacing?

- Replace outdated technology, expand functionality, and centralize all department grant processes

What is included?

- Single end-to-end grants management system that will replace 3 separate applications and several disparate processes existing outside of IT-managed systems

Why will it be better?

- More defined, consistent, centralized, and transparent internal and external processes, updated technology

When will it be complete?

- Approximate Completion Timeline: October 2027

Electronic Grant Management System Modernization Project: How?

Contract with External Vendor – Work began March 2024

Phased Approach:

- Phase 1 Grant Management System – Go live July 2025.
- Phase 2 Child Nutrition Program replacement – Go live October 2027.
- Phase 3 Grant Management System Post Live Enhancements – Complete August 2027.

Electronic Grant Management System Modernization Project: Where are we?

- Kickoff meetings with Agate (vendor) took place in May 2024.
- Currently holding weekly core team meetings with the vendor, clarifying ODE needs and sharing vendor progress.
- Further work is happening to fine-tune the system's ability to support our increasing volume of grants.
- Vendor is addressing our many sub-processes and connections to our other databases, including the accounting and institution management and accountability systems.

Electronic Grant Management System Modernization Project: How will it help?

- Ability to better support our external customers (Districts, CBOs, etc.)
- Cleaner records management for our internal customers
- One place to house grant information: reporting, data collection, audit support, claims
 - The current grant management system lacks this efficiency, requiring multiple submittal areas



Electronic Grant Management System Modernization: Where are we going?

- ODE continues to work with the vendor to create a new project schedule extending the project from Fall 2026 to October 2027.
- Updated timeline of the work & implementation:
 - **April 2024 – August 2025:** Planning, process design, configuration, data migration, testing, user training, deployment planning, launch communications; EGMS/GMS go-live planned for July 2025 (Phase 1).
 - **August 2025 – October 2027:** Finalization of CNPWeb replacement system (Phase 2).
 - **January 2026 – September 2027:** Finalization of EGMS/GMS (Phase 3) to include overall system stabilization, fixes, on-going training, & lessons learned.



Information Technology

Information Technology Strategic Plan

ODE Information Technology Strategic Plan 2023-2027



Grisha Alpernas

Chief Information Officer,
Oregon Department of
Education

What is Oregon Department of Education's IT strategy?

This IT strategy document provides a holistic view of where IT will go over the next four years. It demonstrates how we will align our resources, efforts, and budget to support ODE's strategic direction and top initiatives. It is our roadmap.

To achieve this strategy, IT must remain focused on the key IT initiatives outlined in this document. These initiatives are the tactics we will use to support our business partners in achieving their goals.

This strategy was developed in cooperation with many agency leaders, IT leadership, and the input of IT employees. It is a combined effort we will use to ensure effective and efficient alignment with ODE's priorities.

Thank you to all those who have helped assess our current state, envision our future state, and determine the gaps necessary to fill to achieve those goals.

We look forward to working with all of you in helping ODE achieve its strategic goals!



ODE IT Directors: Randy James, Sandee Hawkins, and Harris Geddes

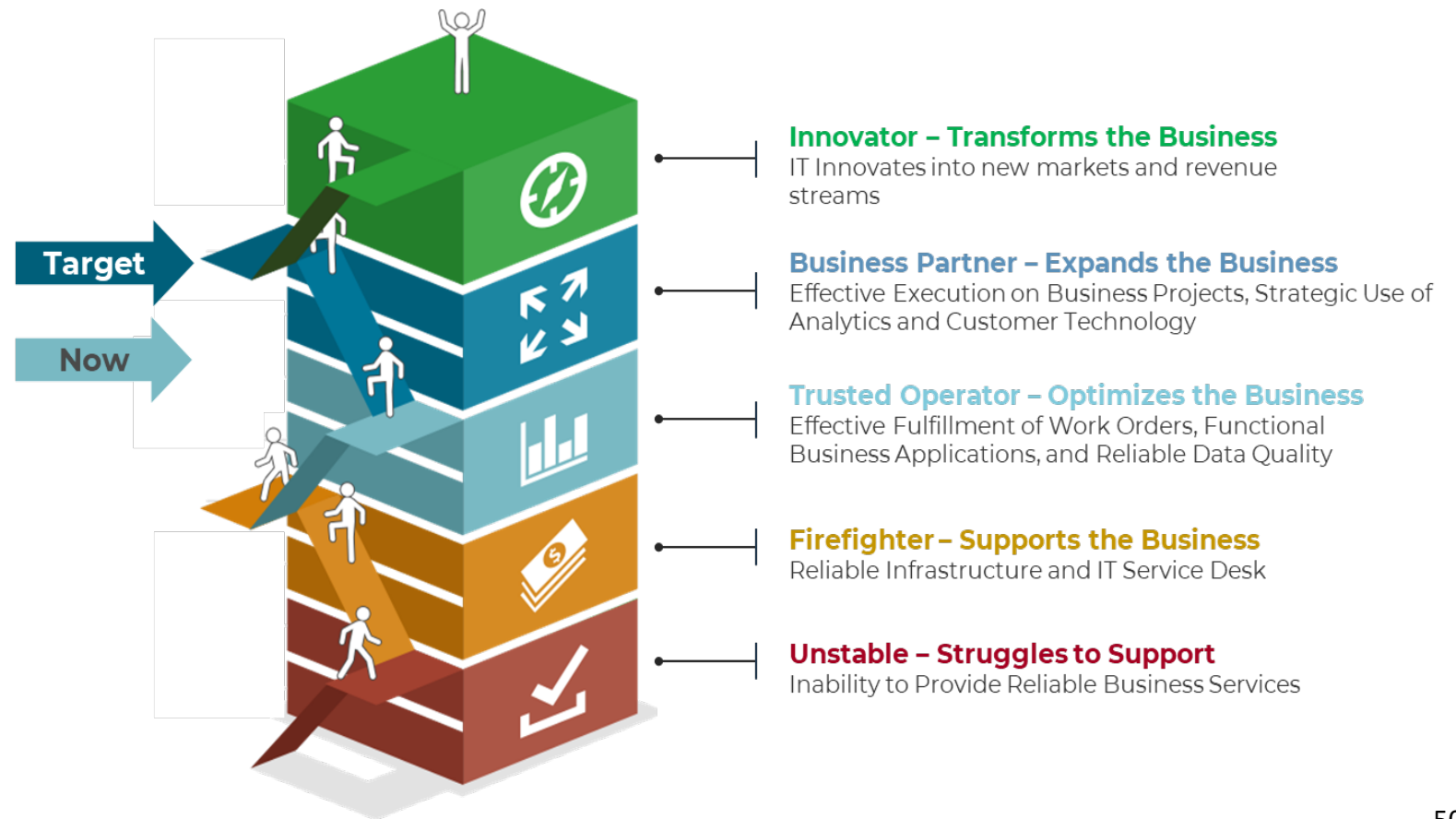
Info-Tech's insight for an effective IT strategy

- Everything IT does should support the Institution. A list of projects is not a strategic plan.
- A good strategy clearly links IT initiatives to agency goals.
- IT needs to work together with the agency throughout the IT strategy development process.
- A well-crafted IT strategy is critical to enhancing user satisfaction and building relationships with ODE collaborators.

Information Technology Optimization

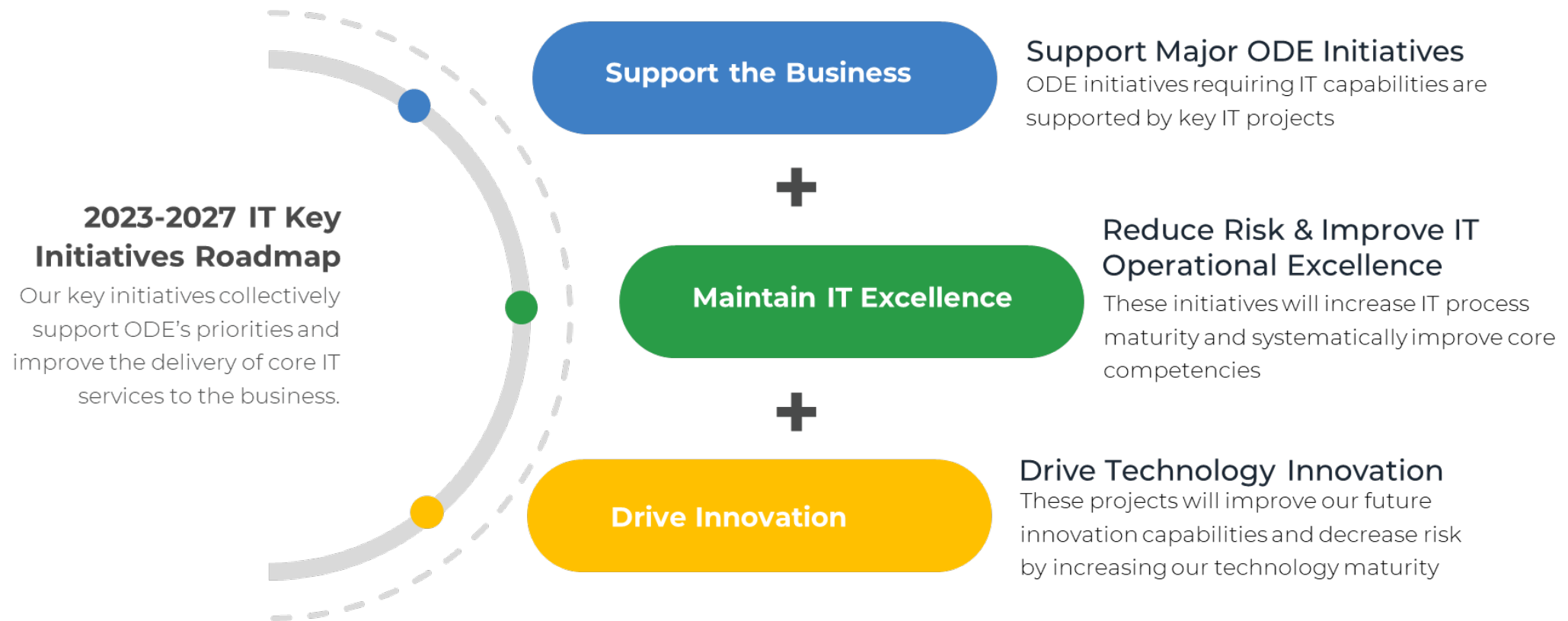
ODE IT Strategic Plan: Optimization & Excellence Improve IT Maturity

IT strategy and key initiative plan contain projects and initiatives focused on improving our most important core processes and capabilities, aimed at enhancing IT's ability to lead ODE's operations and innovation.



Information Technology Initiatives Roadmap

ODE IT Strategic Plan: Three Pillars of Delivering Value to Business



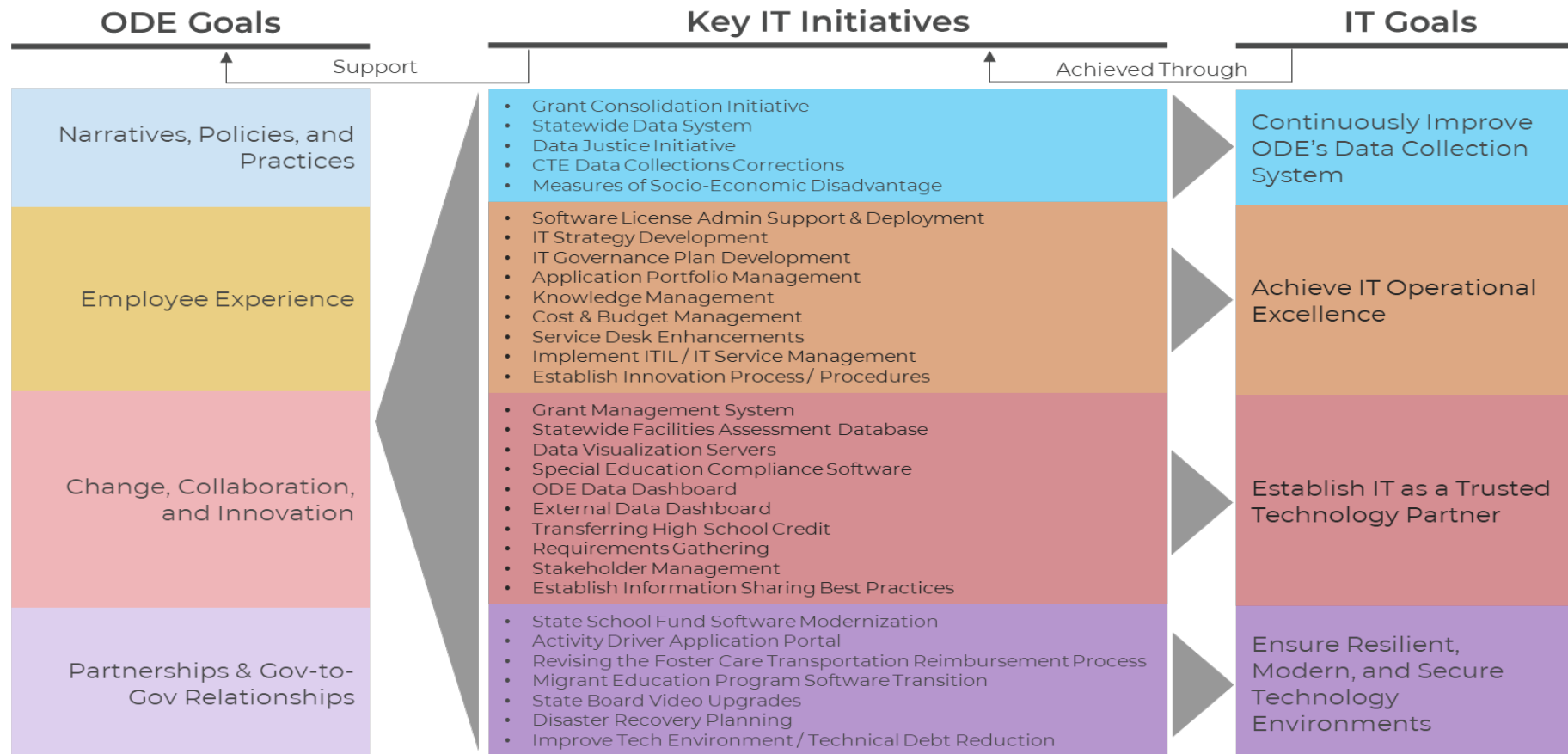
Information Technology Goals

ODE IT Strategic Plan: Strategic Goals to Enable ODE's Success

1. Continuously improve ODE's data collection system to provide education data submitters and consumers with high quality data that is secure and easily accessible in a consistent, equitable manner
2. Achieve IT operational excellence through proven frameworks and best practices, including strategic leadership, governance, and service management
3. Establish IT as a trusted technology partner by engaging with ODE business offices and its customers, being responsive to their needs, and providing equitable and reliable solutions
4. Ensure resilient, modern, and secure technology environments

Information Technology & ODE Priorities

ODE IT Strategic Plan: Key Initiatives Align With ODE Priorities





Information Technology: SSF System Modernization

The Current State of the State School Fund Software

- The State School Fund (SSF) systems and process used in the calculations and distributions are more than 20 years old. There is extensive legacy programming that needs to be modernized with current technologies due to concerns for risk and failure.
- The current software used for the SSF includes:
 - Microsoft Excel (budgeting and multiple grant administration for billions of dollars).
 - Microsoft Access (limited data administration, reporting and append queries).
 - Structured Query Language (SQL) Server Database—used for storing of data.
- Outdated and unsupported technology (MS Access) will continue to degrade, resulting in future disruptions and failures of the system.
- If the SSF software system were to fail, it would put ODE's ability to calculate and distribute funding to school districts and ESDs throughout Oregon at risk, where this would have to be done manually. Some impacts include:
 - Missed payment on PERS general obligations bonds (intercept payments) which could have late fees assessed.
 - No electronic transfers with physical checks being cut and mailed (>\$400M/mo).

The Research

| Research | Result |
|--|--|
| ODE surveyed other State Education Agencies (SEAs) to understand their software solutions and distribution models for state support of local education. | Each SEA either had a homegrown system or used a patch work of software solutions like ODE. |
| To further understand the landscape of potential commercial off-the-shelf solutions (COTS), ODE issued a Request for information (RFI). | No vendors responded to the information gathering request. |
| ODE hired a third-party consultant, Info-Tech Research Group (ITRG), to evaluate different development models that included “in-house,” outsourced, and hybrid development frameworks. | Info-Tech’s final recommendation to ODE was an in-house development project for a new SSF software system. |

Most Efficient Path

In-house Development was chosen as the most efficient method.

- Opportunity to apply best practices in architecting and developing the system and resulting programming for the future.
- Building the SSF system with best practices will allow ODE to respond to changes in legislative mandates to the SSF software system calculations in a more efficient and timely manner.
- Opportunity to best leverage in-house expertise on system needs and ODE data, eliminating costly and time-consuming procurement and knowledge transfer to a vendor.

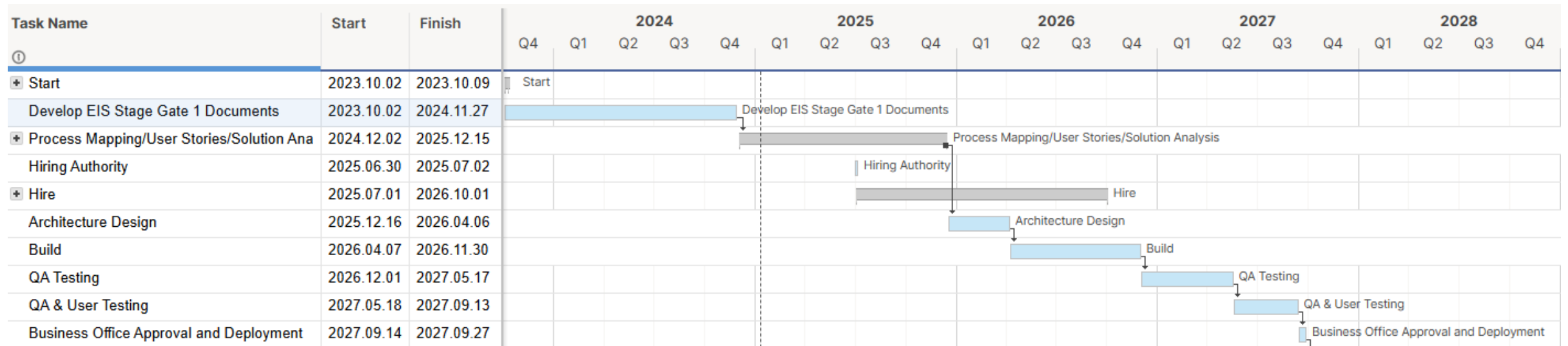
System Modernization has three goals:

- Provide a stable State School Fund System using modern technology.
- Provide enhanced transparency to the Governor's Office, Legislature, school districts, ESDs, families, community members, and other educational partners.
- Enable timely and accurate analysis of proposed scenarios - "what if" analyses.



High Level Estimated Schedule

ODE estimates the SSF software system modernization project will take four years to deploy.



Progress Summary

- ODE received Stage Gate 1 Endorsement for the State School Fun Modernization on December 6th, 2024.
- With the reception of Stage Gate 1 endorsement, the agency has initiated value stream mapping, initiated engagement with Strategy & Design and Statewide Quality Assurance, and begun preparing the project artifacts such as Partner Register, RACI, Project plan, risk assessment, resource plans, and other documents necessary for managing a large, mission-critical process and for Stage Gate 2 endorsement.
- ODE expects that Stage Gate 3 endorsement will be required and earned prior to beginning internal development work.



Staffing Plan

- Currently, ODE has 3 limited durations positions onboarded to help initiate the process.
 - 2 Business Analysts
 - 1 Project Manager
- ODE Received Staff in the 25-27 Governor's Budget (Package 102)
 - 6.73 FTE, including an IT Program Manager
 - Staggered start dates for lifecycle efficiency
- ODE will have a dedicated team focused solely on the State School Fund Modernization.
 - Recruitment Plan to support timely and successful hiring
 - Succession Plan to mitigate risks of potential vacancies
- Permanent team ensures system stability and rapid response
- Agency will reassess staffing levels following two years' system stabilization period of parallel operations



Questions?



Legislatively Requested 10% Reduction Plan

Oregon Department of Education

Legislatively Requested 10% Reduction Plan

ODE 10% Reduction Plan Summary

Target = \$70.17 million General Fund (excludes State School Fund and Debt Service)

Target = \$240.60 million Student Success Account (Corporate Activity Tax)

The ODE detailed 10% Reduction Plan has been provided to the Committee, however, the following represents a summary.

Legislatively Requested 10% Reduction Plan

ODE 10% Reduction Plan Summary

General Fund \$70.17 million and Student Success Act (CAT) \$240.60 million reductions to Operations, K-12 Grant in Aid, Youth Development Division, Education Advancement Council, and Oregon School for the Deaf

- One-time reduction to Intensive Coaching, ESD Technical Assistance Support, High School Success and Recovery Schools. (SSA)
- Reduction of 10% to transfers to DELC. (SSA)
- Reduction of 10% to all other K-12 Grant-in-aid budget. (SSA)
- Reduction of 10% to Youth Development Oregon grant-in-aid. (SSA)
- Reduce Operation Professional Services of unused funds from prior biennium. (SSA)
- Reduction of 10% to Educator Advancement Council Grant-in-aid. (SSA)
- Reduction of 10% to all K-12 Grant-in-aid General Fund budget. (GF)
- 10% reductions to general office expenses achieved through administrative restrictions. (GF)
- Increase salary vacancy savings by 6% generated through hiring restrictions. (GF)
- Reduction of 6% of Oregon School for the Deaf GF appropriation, approximately 2.5 FTE. (GF)
- Reduction of 10% to Youth Development Oregon grant-in-aid. (GF)



2025-27 Governor's Budget ODE POP Summary

25-27 Governor's Budget Policy Option Packages

| Policy Option Package | GF | LF | OF | OF-CAT | FF | Total | Pos | FTE |
|--|--------------------|-------------------|--------------------|---------------------|------------------|--------------------|-----------|--------------|
| Pkg 070 - Revenue Shortfall | - | - | - | (59,780,623) | | (59,780,623) | | |
| Pkg 090 - GB Analyst Adjustments | (24,755,211) | 77,489,416 | 437,640 | (32,614,967) | - | 20,556,878 | 4 | 4.00 |
| Pkg 092 - Statewide AG Adjustments | (91,011) | - | (7,326) | (49,151) | (10,660) | (158,148) | | |
| Pkg 093 - Statewide Adjustments DAS Charges | (1,162,371) | - | (468,654) | - | - | (1,631,025) | | |
| POP 102 State School Fund Modernization | 2,116,883 | - | - | - | - | 2,116,883 | 11 | 6.73 |
| POP 103 Grants Management System Replacement | 4,000,000 | - | - | - | - | 4,000,000 | | |
| POP 201 SB 819 Infrastructure | - | - | - | - | 1,344,720 | 1,344,720 | 4 | 4.00 |
| POP 202 OESO-RMO-Team Capacity | - | - | - | - | 945,098 | 945,098 | 3 | 3.00 |
| POP 301 OSD Facilities Improvements | 8,166,339 | - | 91,884,000 | 811,000 | - | 100,861,339 | | |
| POP 302 Schools Cap Improve Match Prog (OSCIM) | - | - | 108,860,000 | - | - | 108,860,000 | | |
| POP 303 Connecting Oregon Schools Fund (COSF) | - | - | 5,071,500 | - | - | 5,071,500 | | |
| POP 582 EL-Early Literacy-GIA for Schools Grants | 100,000,000 | - | - | - | - | 100,000,000 | | |
| POP 583 EL-Early Literacy-GIA for Community & Tribal | 10,000,000 | - | - | - | - | 10,000,000 | | |
| POP 584 EL-Summer Learning for 2025 & 2026 | 75,000,000 | - | - | - | - | 75,000,000 | | |
| POP 585 EL-Summer Learning-Eval and Infrast | 3,460,069 | - | - | - | - | 3,460,069 | 7 | 7.00 |
| Total Request | 176,734,698 | 77,489,416 | 205,777,160 | (91,633,741) | 2,279,158 | 370,646,691 | 29 | 24.73 |

Pkg 070 – Revenue Shortfall

| Policy Option Packages | GF | LF | OF | OF-CAT | FF | Total | Pos | FTE |
|-----------------------------|----|----|----|--------------|----|--------------|-----|-----|
| Pkg 070 – Revenue Shortfall | - | - | - | (59,780,623) | - | (59,780,623) | | |

This package reduces expenditures in Other Funds Student Success Act (SSA), for an anticipated revenue shortfall in the Corporate Activity Tax. Specifically, this reflects a \$18,510,246 reduction in Intensive Coaching, a \$18,311,868 reduction to High School Success, a \$9,158,509 reduction in ODE, YDD, and EAC operations in by increasing vacancy savings and reducing Professional Services, a \$7,500,000 reduction in EST Technical Assistance Support Grants, and a reduction of \$6,300,000 in Recovery High Schools.

Pkg 090 - GB Analyst Adjustments

| Policy Option Packages | GF | LF | OF | OF-CAT | FF | Total | Pos | FTE |
|-----------------------------------|--------------|------------|---------|--------------|-----------|------------|-----|------|
| Pkg 090 – GRB Analyst Adjustments | (24,755,211) | 77,489,416 | 437,640 | (32,614,967) | (989,486) | 20,556,878 | 4 | 4.00 |

- This package increases vacancy rate, reduces Services and Supplies budget, and reduces payments to school districts.
- This package also adds three positions in the Director's Office and backfills a position in Youth Development Division which phased out with the loss of ARPA funding.
- This package makes 11.4 percent reductions across the following Grant-In-Aid grant programs: Community Schools, Youth Investment, Juvenile Crime Prevention, Start Making a Reader Today, Reach Out to Read, Supporting Accelerated Learning, Physical Education, Academic Content Standards, Other Student Success Grants, Other District Capacity, STEM Regional Network, CTE Revitalization, CTE Career Pathway, STEM Innovation, Student Leadership Centers, Future Farmers of America, Family Day Care Home Sponsorship.

Pkg 092 - Statewide AG Adjustments

| Policy Option Packages | GF | LF | OF | OF-CAT | FF | Total | Pos | FTE |
|---|----------|----|---------|----------|----------|-----------|-----|-----|
| Pkg 092 – GRB Analyst Adjustments for Statewide AG Adjustment | (91,011) | - | (7,326) | (49,151) | (10,660) | (158,148) | - | - |

- This package reduces Attorney General rates by 7.47 percent to reflect adjustments in the Governor’s Budget.

Pkg 093 - Statewide Adjustments DAS Charges

| Policy Option Packages (in millions) | GF | LF | OF | OF-CAT | FF | Total | Pos | FTE |
|--|-------------|----|-----------|--------|----|-------------|-----|-----|
| Pkg 093 – GRB Analyst Adjustments for Statewide DAS Adjustment | (1,162,371) | - | (468,654) | - | - | (1,631,025) | - | - |

- This package reflects the cost reductions related to state government service charges and charges for services.

POP 102 – State School Fund Modernization

| Policy Option Packages (in millions) | GF | LF | OF | OF-CAT | FF | Total | Pos | FTE |
|---|-----------|----|----|--------|----|-----------|-----|------|
| POP 102 – State School Fund Modernization | 2,116,883 | - | - | - | - | 2,116,883 | 11 | 6.73 |

- The information technology system used to distribute the State School Fund (SSF) has been in use since the early 2000's and manual manipulation of the data is increasingly needed to ensure timely and accurate distribution of SSF funding. This package would fund modernization of this system.

POP 103 – Grants Management System Replacement

| Policy Option Packages | GF | LF | OF | OF-CAT | FF | Total | Pos | FTE |
|--|-----------|----|----|--------|-----------|-----------|-----|-----|
| POP 103 – Grants Management System Replacement | 4,000,000 | - | - | - | 1,254,232 | 4,000,000 | | |

- ODE currently uses Electronic Grant Management System (EGMS) which has been extensively modified and customized by internal IT staff since its inception in 2005. This package would fund continued work to replace EGMS.

POP 201 – SB 819 Infrastructure

| Policy Option Packages | GF | LF | OF | OF-CAT | FF | Total | Pos | FTE |
|---------------------------------|----|----|----|--------|-----------|-----------|-----|------|
| POP 201 – SB 819 Infrastructure | - | - | - | - | 1,344,720 | 1,344,720 | 4 | 4.00 |

- This package would fund four positions to help implement Senate Bill 819 (2023).

POP 202 – OESO-RMO-Team Capacity

| Policy Option Packages | GF | LF | OF | OF-CAT | FF | Total | Pos | FTE |
|------------------------------------|----|----|----|--------|---------|---------|-----|------|
| POP 202 – OESO- RMO- Team Capacity | - | - | - | - | 945,098 | 945,098 | 3 | 3.00 |

- This package shifts three positions from limited duration to permanent in the Office of Enhancing Student Opportunities (OESO)'s IDEA Fiscal Team.

POP 582 – EL-Early Literacy-GIA for School Grants

| Policy Option Packages | GF | LF | OF | OF-CAT | FF | Total | Pos | FTE |
|---|-------------|----|----|--------|----|-------------|-----|-----|
| POP 582 – EL-Early Literacy-GIA for School Grants | 100,000,000 | - | - | - | - | 100,000,000 | | |

- This package funds a statewide increase in funding for the Early Literacy Success Initiative School District Grants with an emphasis on implementation of high dosage tutoring and extended learning.

POP 583 – EL-Early Literacy-GIA for Community & Tribal

| Policy Option Packages | GF | LF | OF | OF-CAT | FF | Total | Pos | FTE |
|--|------------|----|----|--------|----|------------|-----|-----|
| POP 585 – EL-Early Literacy-GIA for Community & Tribal | 10,000,000 | - | - | - | - | 10,000,000 | | |

- This package would fund Early Literacy grant-in-aid for community and tribal partners.

POP 584 – EL-Summer Learning for 2025 & 2026

| Policy Option Packages | GF | LF | OF | OF-CAT | FF | Total | Pos | FTE |
|--|------------|----|----|--------|----|------------|-----|-----|
| POP 585 – EL-Summer Learning for 2025 & 2026 | 75,000,000 | - | - | - | - | 75,000,000 | | |

- This package funds afterschool and summer learning programs for historically underserved students in Oregon for the summer of 2025 and 2026.

POP 585 – Summer Learning-Eval and Infrast

| Policy Option Packages | GF | LF | OF | OF-CAT | FF | Total | Pos | FTE |
|---|-----------|----|----|--------|----|-----------|-----|------|
| POP 585 – Summer Learning-Eval and Infrastructure | 3,460,069 | - | - | - | - | 3,460,069 | 7 | 7.00 |

- The package would establish an Expanded Learning Team within ODE to coordinate across ODE-administered grants and create cohesive systems with other state agencies, such as Youth Development Oregon (YDO) and the Department of Early Learning & Care (DELIC).

Questions?





Key Performance Measures

Key Performance Measures

Summary and Overview

Key Performance Measures

The Oregon Department of Education's Key Performance Measures (KPMs) measure how effectively agency programs, technical assistance, policies, and processes are meeting the legislatively approved targets for improving outcomes for all children, students, families, and service providers.

These KPMs follow ODE's service continuum for children, students, and youth ages K-24.

Approved 2023-25 KPMs

- KPM #1 – Early Literacy
- KPM #2 – Students on Track to Graduate
- KPM #3 – High School Graduation
- KPM #4 – College Going
- KPM #5 – Chronic Absenteeism
- KPM #6 – Providing High Quality Customer Service to our Partners

Proposed 2025-27 KPMs

- KPM #1 – **Regular Attendance (formerly Chronic Absenteeism)**
- KPM #2 – Early Literacy
- KPM #3 – Students on Track to Graduate
- KPM #4 – High School Graduation
- KPM #5 – College Going
- KPM #6 – **Grow Your Own Outcomes (new)**
- KPM #7 – Providing High Quality Customer Service to our Partners

Approved Key Performance Measures

KPM #1: EARLY LITERACY - Percentage of students meeting or exceeding statewide academic achievement standards in 3rd grade reading

Data Collection: April 02 – Jun 14

| Report Year | 2022 | 2023 | 2024 |
|-------------------------------|--------|--------|------|
| a. All Students | | | |
| Actual | 40% | 39.40% | 39% |
| Target | 68% | 68% | 68% |
| b. Students of Color | | | |
| Actual | 21.70% | 29.20% | 22% |
| Target | 60% | 60% | 60% |
| c. Special Ed Students | | | |
| Actual | 16.30% | 19.80% | 13% |
| Target | 54% | 54% | 54% |

HOW WE ARE DOING

- Full proficiency in English language arts (reading, writing, listening, and research) remains below established targets for all student groups, a pattern that is also reflected in results from national assessments, such as NAEP
- 63% of 3rd grade students who participated in the ELA assessment demonstrated either full proficiency or progress toward proficiency
- 2023-24 was the first year of ELSSDG grant, providing ODE with essential baseline data about current school practices in early literacy instruction

FACTORS AFFECTING RESULTS: ODE’s efforts to improve future third grade literacy outcomes include:

- Continued implementation of the Early Literacy Framework, dyslexia screening and intervention policies, and small school library revitalization grants
- Shifting to implementation phase of ELSSDG grant, with districts using funds to implement high-quality instructional materials, professional development and coaching, high-dosage tutoring, extended learning programs, and hiring positions that support literacy, such as literacy coaches, specialists, and interventionists

Approved Key Performance Measures

KPM #2: STUDENTS ON TRACK TO GRADUATE - Percentage of 9th grade students on track to graduate.

| Report Year | 2022 | 2023 | 2024 |
|----------------------------------|--------|--------|--------|
| Data Collection: Jul 01 – Jun 30 | | | |
| a. All Students | | | |
| Actual | 82.80% | 83.60% | 84.80% |
| Target | 90% | 90% | 90% |
| b. Students of Color | | | |
| Actual | 76.80% | 77.20% | 78.60% |
| Target | 88% | 88% | 88% |
| c. Special Ed Students | | | |
| Actual | 72.30% | 74.70% | 75% |
| Target | 83% | 83% | 83% |

HOW WE ARE DOING

- While not entirely back to pre-pandemic levels, the 9th grade on track rate has continued to increase for all student groups
- 60% of districts reported increases in their on-track rates, with over one third of districts reporting more than 90% of their 9th graders being on track to graduate

FACTORS AFFECTING RESULTS: ODE’s efforts to improve 9th grade on track outcomes include:

- Using 9th grade on track data to evaluate High School Success (HSS) program outcomes and HSS grant recipient’s practices, and providing technical assistance to support districts in developing systems to help all students get and remain on track to graduate
- Integrating HSS and the Student Investment Account, along with four other grant programs to broaden the reach of support
- Providing technical assistance to districts to meet the needs of students with disabilities and ensure students receive a Free Appropriate Public Education
- Incorporating a focus on 9th grade on track outcomes in several of the grants funded by ODE's equity initiatives
- Increasing student engagement in school through career connected learning opportunities

Approved Key Performance Measures

KPM #3: HIGH SCHOOL COMPLETION - Percentage of students who complete high school within four years

Data Collection: Jul 01 – Jun 30

| Report Year | 2022 | 2023 | 2024 |
|-----------------------------------|--------|--------|--------|
| All students | | | |
| Actual | 80.60% | 81.30% | 81.30% |
| Target | 85% | 86% | 86% |
| Students of color | | | |
| Actual | 76.10% | 77.70% | 77.60% |
| Target | 81% | 84% | 84% |
| Special Education students | | | |
| Actual | 66.10% | 67.50% | 68.60% |
| Target | 78% | 82% | 82% |

HOW WE ARE DOING

- The statewide graduation rate remains steady, at the second highest cohort graduation rate ever recorded in Oregon

FACTORS AFFECTING RESULTS: ODE’s efforts to improve graduation outcomes include:

- Providing High School Success funding to building data systems, hire staff, support educator professional learning, built CTE programs, increase student engagement and reduce pushout, and increase access to college-level opportunities for students
- Providing support for career and technical education (CTE) and career-connected learning opportunities
- Providing pandemic relief funding to districts and community-based organizations to help high school students earn credits towards graduation and remove barriers for students with disabilities and other groups who have been historically underserved

Approved Key Performance Measures

KPM #4: COLLEGE GOING - College-going rate of Oregon residents into post-secondary institutions

Data Collection: Jul 01 – Jun 30

| Report Year | 2022 | 2023 | 2024 |
|---------------------------|--------|--------|--------|
| College-going rate | | | |
| Actual | 56.40% | 55.60% | 53.30% |
| Target | 71% | 74% | 76% |

HOW WE ARE DOING

- For the class of 2021-22, the Extended Participation Rate for Oregon students was 53.3%.
- This rate is not comparable to rates from prior years due to a change in the methodology used to calculate the Extended Participation Rate.

FACTORS AFFECTING RESULTS

- Quality of preparation that students receive in the early grades and in high school
- Economic factors such as students' financial and family circumstances, tuition and fee increases that continue to outpace inflation, and labor market conditions
- Labor market conditions

Approved Key Performance Measures

KPM #5: CHRONIC ABSENTEEISM - Percentage of students who are absent more than 10% of days of the school year

| Report Year | 2022 | 2023 | Data Collection: Jul 01 – Jun 30 2024 |
|-----------------------------------|--------|--------|--|
| All students | | | |
| Actual | 36.10% | 38.10% | 34.30% |
| Target | 15% | 15% | 15% |
| Students of color | | | |
| Actual | 44.70% | 46.50% | 42% |
| Target | 18% | 18% | 18% |
| Students with disabilities | | | |
| Actual | 43.70% | 45.60% | 41.20% |
| Target | 21% | 21% | 21% |

HOW WE ARE DOING

- Chronic absenteeism rates for 2023-24 decreased 3.8 percentage points from the prior year, 4.5 percentage points for students of color, and 4.4 percentage points for students with disabilities
- Focal student groups still face disproportionately high rates of chronic absenteeism compared to all students, white students, or Asian students


FACTORS AFFECTING RESULTS: ODE's efforts to improve regular attendance outcomes include:

- Providing Every Day Matter (EDM) funding to Education Service Districts (ESDs) for technical assistance, coaching, and additional support for school districts and charter schools, specifically focusing on student attendance, belonging, and engagement
- Providing Tribal Attendance Promising Practices (TAPP) grant funding to hire community advocate positions with deep local connections to the tribal community to create a school-wide initiative to reduce chronic absenteeism and to eliminate the disparity in attendance data between AI/AN and non-Native student groups
- Coordinating closely with the Oregon Health Authority to develop and update requirements and recommendations for school districts that meet our obligations for health, safety, equity, and quality instruction across the state

Approved Key Performance Measures

KPM #6: CUSTOMER SERVICE - Percentage of customers rating the agency's customer service as "good" or "excellent"

Data Collection: Jan 01 – Dec 31



| Report Year | 2022 | 2023 | 2024 |
|----------------|------|------|------|
| Overall | | | |
| Actual | 71% | 78% | 76% |
| Target | 85% | 85% | 85% |

HOW WE ARE DOING

- ODE experienced decreased ratings compared to 2022 for all criteria except timeliness
- Accuracy was ODE's highest rated service criteria, at 79%, and timeliness remains ODE's lowest rated service criteria, at 71%

FACTORS AFFECTING RESULTS:

- Respondents generally reported experiencing ODE staff as responsive, knowledgeable, and helpful and appreciated ODE's communication efforts
- Some respondents also referenced fatigue with the volume of new initiatives and legislation they are asked to implement and cited insufficient specificity in guidance interpreting new requirements.
- Respondents reports frustration with lengthy procurement timelines (e.g., for grant agreements and fund distribution) that create significant challenges for districts and other education partners

Proposed 2025-2027 Key Performance Measures



Regular Attendance - Percentage of students who are present for more than 90% of days of the school year

Data Collection: Jul 01 –

| Report Year | 2026 | 2027 | Jun 30 |
|-----------------------------------|------|------|--------|
| All Students | | | |
| Target | 85% | 85% | |
| Students of Color | | | |
| Target | 82% | 82% | |
| Students with Disabilities | | | |
| Target | 79% | 79% | |

About this KPM

- Replaces approved KPM #5: Chronic Absenteeism
- Focus on regular attendance instead of chronic absenteeism to better align with strengths-based approach of *Every Day Matters Program*
- Inverts the targets from previous measure to maintain goal trajectory

Proposed 2025-2027 Key Performance Measures

Grow Your Own Outcomes – Number of Grow Your Own high school program completers that enroll in an education-focused post-secondary program and post-secondary program completers who become certified or licensed, employed Oregon educators

Data Collection: Jul 01 –
Jun 30

About this KPM

- This is a new measure
- Focuses on the Grow Your Own grant program administered by the Education Advancement Council
- ODE will use 2025-2027 to collect and report baseline data, which we will use to set proposed targets for the 2027-2029 biennium

Questions?



Thank You



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