



# Oregon

Tina Kotek, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

**Dr. Charlene Williams**  
Director of the Department of Education

**TO: Co-Chair Sollman, Co-Chair Ruiz, & Members of the Joint Subcommittee On Ways and Means On Education**

**DATE: Mar 20, 2025**

**FROM: Kai Turner, Assistant Superintendent Office of Finance & Information Technology**

**RE: Question posed of the Oregon Department of Education's Presentation on March 18th**

Co-Chair Sollman, Co-Chair Ruiz, and Members of the Joint Subcommittee On Ways and Means Subcommittee On Education,

Thank you so much for the opportunity to provide information about SB 5515/5516 during Day 6 of our Presentation to the Joint Subcommittee On Ways and Means on Education. We are more than happy to continue providing information to you on our work and look forward to our continued partnership on behalf of all Oregon students. Please do not hesitate to reach out to me if you need further clarification.

With gratitude,  
Kai Turner

### Questions & Answers

**Question: How are the SEIA programs granted out? Are any using combined grant agreements, or do they all grant individually?**

*Response: The SEIA programs all have separate grant agreements or contracts. The eligible recipients of funds from the SEIA programs also vary depending on the program. Some are grants distributed directly to school districts, while others are contracts awarded to Community-Based Organizations. Furthermore some of the programs are competitive in nature, and others are formula-based. Currently, a number of programs funded through the SEIA are included as part of ODE's Integrated Guidance: High School Success, Early Literacy Success School District Grants, and the Early Indicator and Intervention System.*

**Question: Can you give examples of how CTE programs are provided in both a rural school district and an urban school district?**

**Response:** Programs of Study address local and regional needs. They provide a means for learners to develop knowledge and skills in a particular career area and prepare for both careers and postsecondary education and training. Because the expectations for programs are the same regardless of geographic location or school size, learner experiences are similar. Programs of Study that do not reflect local or regional industry needs tend not to be offered everywhere, as regional employment opportunities are likely to be limited. All programs are dependent upon the engagement of an industry partner (or network of industry partners) and a community college to provide a seamless pathway to career and authoritative guidance regarding technology, trends, and certifications.

Learners and CTE programs across the state continue to achieve wonderful things because of dedicated teachers, engaged communities, and power partnerships. Below is a sample of the work being done across Oregon.

**Elgin HS, Ultrasound:** Elgin High School receives \$250,000 through the CTE Revitalization Grant towards a new agricultural learning lab. (web link: <https://elkhornmediagroup.com/elgin-high-school-receives-250000-toward-new-agricultural-learning-lab/>)

**Hillsboro HS, Aviation:** Hillsboro Students Participate in Aerospace Career Day at Oregon Air Show High school students in the Hillsboro School District O-ACE (Oregon Aerospace Careers for Everyone) program supported elementary and middle school students on May 17 in learning about the fundamentals of flight and the various career areas within aviation.

The event--held during the Oregon Air Show at the Hillsboro Airport--provided students an opportunity to engage in hands-on aviation, science, and engineering activities led by pilots, aviation mechanics, and jet engine engineers. **Read more about the Hillsboro SD Aerospace Career Day** (web link: <https://www.hsd.k12.or.us/details/~board/district-news/post/hsd-aerospace-career-day>)

**Willamette Career Academy** in Salem held a grand opening in August for a new dental assisting program, funded in part by an Oregon CTE Revitalization Grant awarded earlier this year.

The program, which begins this fall, has 30 slots for high school students to learn dental assisting. Jobs for dental assistants and hygienists in Oregon are expected to grow more than 12% by 2032 (Oregon Employment Department), with almost 900 dental assistant jobs open statewide each year.

[Learn more about the WCA dental assisting program.](#)

**Sisters High School** student Timber Bionda fulfilled his lifelong dream of becoming a licensed pilot through the SHS Career and Technical Education program in aviation.

[Read more about Timber and the SHS aviation program.](#)

**Springfield Public Schools:** [Young Entrepreneurs in Springfield SD](#): Cosmetology, Culinary, Film, Forestry, Auto, Metals, Woodworking. A student story is highlighted for each of these programs offered in Springfield Public Schools.

**Response:** Perkins Performance Targets are set at the state level using a public engagement process and are included in the [CTE State Plan, Appendix I](#).

**Question:** Is there a timeframe set to start achieving the goals set forth in these programs?

**Response:** All Student Investment Account recipients set Longitudinal Performance Growth Targets (LPGTs) beginning with the 23-24 school year and extending out through the 27-28 school year. As we begin to monitor progress against those LPGTs, we are seeing early signs of incremental success and improvement across the state in a variety of areas. ODE monitors progress toward those LPGTs on an ongoing basis and deploys a variety of supports (including technical assistance, professional learning, coaching, and more) in an effort to see increased student outcomes across all targets and all student demographics.

**Question:** How do we budget less resources to some in order to provide more resources to others without thinning investments, too much?

**Response:** Balancing resource allocation effectively will require prioritizing critical areas that need additional resources, and this will vary from school district to school district. The Legislature has the authority, through statutory changes, to offer additional flexibility to school districts in how they utilize funds in order to ensure resources are able to be used to address the highest areas of need.

**Question:** Provide a CAT update of the revenue compared to the reductions the Governor took in her budget. Is further action needed to balance the budget?

**Response:**

The revenue isn't coming in as high as previously projected, so we'll likely need to go deeper than Governor's Budget SSA reductions to balance the expenditures to the available revenue. This of course could change based on additional unspent ending balance this biennium and the May 2025 revenue forecast. As of March 2025, in order to support the investment level in the Governor's budget, there would need to be an additional \$79.7 million reductions out of the Fund for Student Success accounts (SIA, SEIA, & ELA), in addition to those taken in the 25-27 Governor's Budget.



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**Dr. Charlene Williams**  
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**TO: Co-Chair Sollman, Co-Chair Ruiz, & Members of the Joint Subcommittee On Ways and Means On Education**

**DATE: Mar 21, 2025**

**FROM: Kai Turner, Assistant Superintendent Office of Finance & Information Technology**

**RE: Question posed of the Oregon Department of Education's Presentation on March 19th**

Co-Chair Sollman, Co-Chair Ruiz, and Members of the Joint Subcommittee On Ways and Means Subcommittee On Education,

Thank you so much for the opportunity to provide information about SB 5515/5516 during Day 7 of our Presentation to the Joint Subcommittee On Ways and Means on Education. We are more than happy to continue providing information to you on our work and look forward to our continued partnership on behalf of all Oregon students. Please do not hesitate to reach out to me if you need further clarification.

With gratitude,  
Kai Turner

### **Questions & Answers**

**Question: Multiple buckets of funding that cover the same basic uses and/or allowable uses. First, why do we need so many different funding sources outside of the State School Fund to do the basic school functions? Second, how can we consolidate these different pots of money into a singular system instead of independent grant programs. Think about this in regards to summer learning and early literacy and explain how these can be supported with current funding in a more holistic way.**

### ***Response:***

**Why do we need so many funding sources outside of the State School Fund?**

Every grant represents a specific legislative intent and serves a unique purpose that is important for the executive branch to honor. That said, the aim of the Department is to streamline reporting requirements so our districts can focus on what is most important, serving our students. The agency

has taken this on since the passage of the Student Success act in 2019 and the addition of dozens education grants. This will be accelerated under the accountability work.

The agency is working to consolidate the processes that address all of our grant programs. If in this analysis the agency discovers grant programs that would be better suited to be consolidated, the agency will recommend that to the governor and the legislature. In some cases, there are federal and state statutory constraints that significantly impact our ability to consolidate programs.

**How can we consolidate these different pots of money into a singular system instead of independent grant programs?**

The agency is consistently working to identify how it can consolidate grants together to optimize alignment. This started with the integrated guidance and an example of the agency's focus in alignment is early literacy which has been aligned within the integrated guidance. The agency will need to partner with the legislature and the Governor's Office to further align and refine our grant programs or contemplate the consolidation of any grants.

**How can summer learning and early literacy programs be supported with current funding in a more holistic way?**

Permanency with summer learning funding will allow districts to better plan for summer programming and use dollars as efficiently as possible. The focus on literacy will help accelerate our investment in that area. Districts can braid state (i.e. Early Literacy, Summer Learning) and federal (i.e. Title IA, Title IVB) funds to support summer learning. The Early Literacy School District Grants, for example, allow for summer literacy programming and the federal grants also allow districts to utilize funds to ensure that students are meeting challenging academic standards, which includes our English Language Arts standards.

Office	Grant Program	Total Amount (25-27 CSL)	State Federal	Summer Learning Early Literacy Both	Targeted Allowable	Targeted Percentage	Notes / Context
OTLA	Title I-A: Improving Basic Programs Operated by LEAs	\$335.7m	Federal	Both	Allowable		Funding goes to districts / schools. They have full discretion over to use their funds. It can be used to support ANY of Oregon's academic standards. A school could use their IA funds to support mental health, science / STEM, and arts
OTLA	Early Literacy Success School District Grants	\$93.8M	State	Both	Targeted	100%	For Pre-K 3 students only
OIE	American Indian/Alaska Native Student Success	\$2M	State	Both	Allowable		
OIE	Tribal Early Literacy Grants	\$2M	State	Early Literacy	Targeted	100%	
OEDI	Early Literacy Community Grants	\$8.336M	State	Early Literacy	Targeted	100%	
OEDI	English Language Outcome Program	\$14.2M	State	Both	Allowable		\$10M is for GIA; add'l \$420k allocated for external evaluation
OEDI	African American/Black Student Success	\$20.6M	State	Both	Allowable		While we gave priority to applicants targeting early literacy, it is not the exclusive focus of these grants, nor are grantees required to focus on one or both.
OEDI	Immigrant/Refugee Student Success	\$4M	State	Both	Allowable		While we gave priority to applicants targeting early literacy, it is not the exclusive focus of these grants, nor are grantees required to focus on one or both.
OEDI	Latino/a/x & Indigenous Student Success	\$6.6M	State	Both	Allowable		While we gave priority to applicants targeting early literacy, it is not the exclusive focus of these grants, nor are grantees required to focus on one or both.
OEDI	LGBTQ2SIA+ Student Success	\$4.3M	State	Both	Allowable		While we gave priority to applicants targeting early literacy, it is not the exclusive focus of these grants, nor are grantees required to focus on one or both.
OEDI	Native Hawaiian/Pacific Islander Student Success	\$2M	State	Both	Allowable		While we gave priority to applicants targeting early literacy, it is not the exclusive focus of these grants, nor are grantees required to focus on one or both.
OEII	High School Success	\$361.8M	State	Summer Learning	Allowable		These funds can be used to support summer programming for students in grades 9-12.
OEII	Student Investment Account	\$1,137.9M	State	Both	Allowable		
OEII	CTE Revitalization Grants	\$7.9M	State	Summer Learning	Allowable		
OEII	Secondary Career Pathways	\$8.8M	State	Summer Learning	Allowable		
OEII	Federal School Improvement	\$23.M	Federal	Both	Allowable		
OEII	Carl D. Perkins V	\$37.6M	Federal	Summer Learning	Allowable		
EAC	Regional Educator Networks	\$42.6M	State	Early Literacy	Allowable		The regional educator networks have flexibility in identifying professional learning opportunities and may support Professional Learning Opportunities for early literacy. This is not a requirement, but is an allowable activity/funding option.
OTLA	Comprehensive Literacy State Development Grant (CLSD)	\$11.5M	Federal	Early Literacy	Targeted	100%	Five year grant for Birth-12 (2024-2029) \$57.89 mil over 5 years
OLTA	SMART	\$307,283	State	Early Literacy	Targeted		These funds do not go to districts - supports volunteers in the school
OTLA	ROAR	\$84,933	State	Early Literacy	Targeted		These funds do not go to districts - supports giving books to pediatricians for wellness
OTLA	Title 1-C Migrant Education	\$53M	Federal	Both	Allowable		Targeted to Oregon's migrant programs
OTLA	Title IV-A	\$24.4M	Federal	Both	Allowable		Student Support and Academic Enrichment Grant: Well-Rounded, Safe and Healthy Schools, and Effective Use of Technology
OTLA	Title IV-B	\$19.6M	Federal	Both	Targeted		21st Century Community Learning Centers Grant- Afterschool and Summer Learning
OTLA	Title V-B	\$3.8M	Federal	Early Literacy	Allowable		Rural Education