



Oregon

Tina Kotek, Governor



OREGON
DEPARTMENT OF
EDUCATION

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Dr. Charlene Williams
Director of the Department of Education

ODE Priorities

2024 Legislative Session

Priority 1: Strengthening Student Academic Success & Wellbeing

Summer Learning for 2024

- Why it matters: Following years of disrupted in-person learning, students need to be provided with more opportunities to learn. Developed through Rep. McLain's leadership and with partnership with the Governor's office and ODE, HB 4082 is about creating immediate solutions to extend summer learning time for students. This will give them more opportunities to connect with peers and caring adults to support their mental health and well-being, reduce opportunity gaps, and create a long-term, research-backed plan for sustainable, high-quality summer and afterschool programming. We cannot afford to lose another summer of large-scale state-funded investments to close opportunity gaps that widened during the pandemic.
- What it will fund: Summer programming to school districts via a formula grant. Encourage and incentivize partnerships with community-based organizations, sovereign tribal nations, local parks departments and public libraries, and education service districts with a strategic focus on academic enrichment (e.g., math, literacy, science), youth development (e.g., well-rounded opportunities for learning), and equitable access.
- Budget Request: \$50 M (ODE)

Student Safety

- Why it matters: When students and families file a complaint at their school level regarding discrimination and harassment in the public K12 school system, they can choose to appeal to the Oregon Department of Education (ODE), but response times are limited by staffing. Based on current ODE staffing, appeals to the agency that require minimal fact-finding take around 9 months to process. Those with a moderate level of fact-finding take about 1 – 1 ½ years. Appeals requiring extensive fact-finding can take 24 months or more.
- What it will fund: This proposal seeks funding to support ODE's ability to respond to these appeals, ensuring a faster resolution of these appeals for students and ensuring that our public schools are safe spaces for all students to learn. It will also include resources for grants to education service districts to build capacity among regional bodies for support to districts on civil rights complaints and follow up.

- Budget Request: \$5 M (ODE)

Early Literacy Success Initiative: Birth to Five, Community and Tribal Grants

- Why it matters: Brain science tells us that babies develop emergent literacy skills from birth, prompting a need to start supporting parents and caregivers and their children well before children begin their K-12 education journey. Outside of school, children spend most of their lives at home or in the community. Parents and caregivers have a role to play in reinforcing the learning that happens at school as much as possible at home, and they must be supported as full partners in their children's literacy development.
- What it will fund: For a detailed plan, please reference [this report](#).
- Budget Request: \$9.4 M to the Birth Through Five Literacy Fund, which will direct half of the funding to the Kindergarten Partnership Innovation Fund program and the Birth Through Five Literacy program that builds off the Early Childhood Equity Fund program infrastructure. These program structures are dedicated to parent support at the time when children's brains are most rapidly developing and reducing opportunity gaps in literacy. By leveraging two existing structures for community programs that already can be easily targeted to further promote early literacy development, communities will more readily have access to, and benefit from, these resources during the second half of the 23-25 biennium. As DELC completes the Birth Through Five Literacy Plan identified in HB 3198 (2023) by December 2024, that Plan will inform future ongoing investment recommendations. ODE's portion \$10 M will be distributed as \$8 M for Community Grants and \$2 M for Tribal Grants. See plan for details. (DELC & ODE)

Transformative Social Emotional Learning Framework and Standards

- Why it matters: Oregon's recently adopted Transformative Social and Emotional Learning (TSEL) Framework and Standards is new in concept and there is currently no aligned curriculum. Throughout engagement with districts, implementation concerns around adequate resources have continued to surface.
- What it will fund: Contract with a provider to develop instructional materials by grade band and contract to integrate the TSEL standards. Contract with a provider to develop a professional learning scope and sequence with supportive tools for facilitation that can be used synchronously and asynchronously. 1 ODE staff member to support the contracts and manage the project.
- Budget Request: \$1.7 M (ODE)

Priority 2: Improving Customer Service

Financial Transparency Dashboard

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- Why it matters: ODE will strengthen transparency efforts by making budget information that the State already collects from districts more accessible and easier to understand in a financial dashboard, as a first step. This is intended to ensure labor and district partners and the public have the same budget information that the State does and strengthen transparency and improve customer service to Oregonians.
- What it will fund: ODE will include data about future estimated revenues that districts may have, the share of district funding that comes from State sources compared to local sources, and the share of district expenditures spent on administration. This work will draw from the work of states such as [Arizona](#), [Illinois](#), [Michigan](#), and from [ODE's ESSER dashboard](#). Consultant to support the scoping and developing of first phase that provides public with easily accessible district-level audited financial information, with phasing to develop a model closer to what Arizona has in terms of financial dashboard and creates back-end capacity to link academic outcomes longer-term.
- Budget Request: \$2.2 M (ODE)

Priority 3: Executing Legislature's 2023 Priorities

Special Education Stipends

- Why it matters: [SB 5506](#) (2023) established 15 special purposes appropriations (SPA) for various agencies to the Emergency Board. As outlined in the bill, agencies must submit requests to the Emergency Board for the funds to be allocated for the authorized purposes.
- What it will fund: ODE is requesting \$8.9 million from the SPA to provide stipends to licensed educators and classified school employees working in special education during the 2024-25 school year.
- Budget Request: \$8.9 M (ODE)

Curricula supplements on opioid-abuse prevention

- Why it matters: Senate Bill 238 (2023) requires ODE to develop curricula supplements to be implemented by school districts related to the dangers of synthetic opioids, including fentanyl and counterfeit drugs. Without additional funding, ODE plans to review existing curriculum, and will post the curriculum supplements that are aligned to Oregon's health standards on the ODE webpage and on Oregon Open Learning. This may not be sufficient to meet the legislature's intent to effectively ensure that educators are equipped with the professional learning ability to actually use the curricula.

- What it will fund: With additional resources, ODE would contract with a curriculum provider and develop 2-3 lessons per grade and adapt supplements to Oregon context; provide professional learning; and work with agencies to develop a social media campaign for students.
- Budget Request: \$1.988 M (ODE)

Priority 4: Filling Budget Gaps to Maintain Services

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

- Why it matters: EI/ECSE provides services including the screening, detection, and intervention of learning delays and disabilities early in a child's life, often before they reach the school system. Caseloads were severely impacted by caseload decreases during the pandemic. The current school year has seen caseloads rise to pre-pandemic levels for the first time in 3-4 years. Unfortunately, the funding for these programs was generated by the student population during the COVID-19 pandemic, and it is now insufficient to sustain the current and continually growing population.
- What it will fund: Due to the growth of caseloads, if the legislature doesn't provide an additional \$22.1 million to cover the gap in the 23-25 biennium, EI/ECSE contractors would lose \$22.1 million in one school year, risking workforce stability and specialized staff retention. This will lead to reduced services for children with disabilities and potential non-compliance with IDEA.
- Budget Request: \$22.1 M (ODE) (mandatory caseload program)

Maintaining access to healthy food among child care providers

- Why it matters: The U.S. Department of Agriculture (USDA) provides funding for nutritious meals and snacks to eligible children and adults who are enrolled for care at participating childcare centers, day care homes, and adult day care centers. This program is known as the Child and Adult Day Care Food Program (CACFP) and administered through ODE. USDA rules require that care providers have a sponsor—a non-profit or local governmental organization. However, changing USDA rules around reimbursement make it economically difficult for sponsors to continue to offer these services, and we are reaching a crisis point that may leave many families and providers without access to this program due to financial barriers for sponsors. In addition, only about half of the providers who are actually eligible to benefit from this program are actually being assisted. With additional resources for sponsoring organizations, they will have financial incentives and staffing capacity to strengthen outreach to additional providers, maintain operations to serve existing providers, and grow operations/recruit new sponsors to recruit more providers who are eligible.
- What it will fund: In consultation with existing sponsoring organizations, ODE has identified that a grant to each of the state's current three sponsoring organizations of \$50,000 per year would help them maintain financial stability and a one-time start-up grant to three new sponsoring

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organizations of \$120,000 each as well as the \$50,000 per year maintenance funding for the second year in this biennium would encourage more sponsors to join the program. The Governor's Office and ODE are also working with partners, including in philanthropy, to identify additional sources of revenue to prevent disruption of sponsoring organization service for current providers and recruit new ones.

- Budget Request: \$660,000 (ODE)

Community Care Demonstration Project

- Why it matters: This grant-in-aid investment will ensure the continuity of the Community Care Demonstration Project, which provides school-based linguistically and culturally responsive health and mental health supports and system navigation to students and their families. This investment will also ensure our collective ability to collaboratively design, develop, implement and scale locally responsive models to support Oregon's school districts in creating, adopting, and implementing community-driven integrated systems of care that respond to the unique mental health and health needs of students and their families.
 - What it will fund: The Oregon Department of Education requests \$1,012,500 grant-in-aid to be distributed to four school districts to pay for the full-time funding of 10 Community Care Specialists between October 1, 2024, and June 30, 2025.
 - Budget Request: \$1 M (ODE)
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