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DIVISION 17

581-017-0010

Equity Lens

(1) The Department of Education will apply the Oregon Equity Lens ~~adopted by the Chief Education Office~~ when administering the strategic investments including when determining resource allocation and making strategic investments.

(2) Specifically the Department shall consider the following:

(a) Who are the racial or ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?

(b) Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?

(c) How does the resource allocation or strategic investment advance the 40-40-20 goal?

(d) What are the barriers to more equitable outcomes? (e.g., mandated, political, emotional, financial, programmatic or managerial)

(e) How has the Department intentionally involved stakeholders who are also members of the communities affected by the resource allocation or strategic investment? How does the Department validate its assessment in paragraphs (a), (b) and (c) of this subsection?

(f) How will the Department modify or enhance the strategic investment to ensure each learner and communities' individual and cultural needs are met?

(g) How is the Department collecting data on race, ethnicity, and native language relating to the strategic investments?

(h) What is the Department's commitment to P-20 professional learning for equity? What resources is the Department allocating for training in cultural responsive instruction.

Statutory/Other Authority: 2013 OL Ch. 660 & Sec. 1 (Enrolled HB 3232)

Statutes/Other Implemented: 2013 OL Ch. 660 & Sec. 1 (Enrolled HB 3232)

History:

ODE 34-2016, f. & cert. ef. 5-17-16

ODE 28-2013, f. & cert. ef. 12-18-13

ODE 15-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14

581-017-0020

Timelines and Performance Measures

Recipients of strategic investment grant funds shall meet timelines, performance measures and other requirements related to the accumulation and evaluation of data collected as required by ~~the Chief Education Office and~~ the Oregon Department of Education.

Statutory/Other Authority: 2013 OL Ch. 660 & Sec. 1 (Enrolled HB 3232)

Statutes/Other Implemented: 2013 OL Ch. 660 & Sec. 1 (Enrolled HB 3232)

History:

ODE 34-2016, f. & cert. ef. 5-17-16

ODE 28-2013, f. & cert. ef. 12-18-13

ODE 15-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14

581-017-0215

Implementation of Grant Funding

(1) The Department of Education will make awards between \$50,000 and \$250,000 for use during the 2013–2014 or 2014–2015 school year for each eligible Mentoring, Monitoring, Accelerated grant program. The Department may not award more than \$3 million in total per biennium for the grants.

(2) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted for the Mentoring, Monitoring, Acceleration program funds. All proposals will comply with the requirements of ORS 327.800 and 327.815 and rules adopted to implement those sections.

(3) Awards will be based on the following criteria:

(a) Whether the proposal identifies how the funds will be used to reach the 40-40-20 goal and improve education outcomes for underserved and at risk and accelerating students as identified ~~by using the Chief Education Office Oregon Equity Lens document.~~

(b) Whether the applicant proposal demonstrates support, commitment and readiness to design or revise culturally competent programming specifically for underserved/at-risk eighth and ninth grade students.

(4) The Department shall give priority to proposals that meet the minimum criteria and:

(a) Provide a sustainability plan to continue the program for at least two years after the program funding has ended.

(b) The extent to which the applicant clearly documents its capacity to implement and carry out programming and services for students achieving a “C” or higher in core academic subjects within the current academic year.

(5) The Department of Education shall allocate funds for the grant program based on the evaluation of the grant application and the following considerations:

(a) Organizations that have documented evidence of serving underserved/at-risk eighth and ninth grade students or drop outs.

(b) Organizations designed to return or advance eighth or ninth grade students to a “C” or higher grade in core academic subjects within the same academic year using a systematic program design.

(c) Geographic location of the program organization to ensure geographic representation of the targeted student groups are included throughout the state.

(d) Organizations currently serving eighth and ninth grade underserved or at risk students that could improve academic levels to “C” or higher in core academic subjects with additional resources.

(e) Organizations that have a high number of students who are at or below a “C” in core academic subjects.

(f) Give preference to organizations that have demonstrated success by improving student academic outcomes.

(6) Each award may be up to \$250,000 which shall be given during the following phases based on a detailed budget narrative and budget template:

(a) Planning phase;

(b) Implementation phase; and

(c) Evaluation phase.

(7) Grant recipients shall use funds received for the planning, implementation, and evaluation phases of the grant for activities outlined in the request for proposal.

(8) Grant recipients must be able to expend the funds for allowable purposes specified in the request for proposal within the grant timeline according to acceptable accounting procedures.

Statutory/Other Authority: ORS 327.800

Statutes/Other Implemented: ORS 327.815

History:

ODE 34-2016, f. & cert. ef. 5-17-16

ODE 1-2014, f. & cert. ef. 2-19-14

ODE 23-2013(Temp), f. & cert. ef. 10-18-13 thru 4-16-14

581-017-0301**Definitions**

The following definitions apply to 581-017-0301 TO 581-017-0333:

(1) “Achievement Gap” means the gap in achievement (state test scores in science and mathematics as well as postsecondary degree attainment in STEM) that often exists between students who are economically disadvantaged, students learning English as a second language, African American, Hispanic or Native American compared to their peers.

(2) “Authentic Problem-Based Learning” means using real world questions, problems, and tasks—often drawn from local community issues and industries—as the focus to drive the learning experiences, deepen understanding, and developing rich contextual connections across a variety of STEM and non-STEM disciplines.

(3) “Career and Technical Education (CTE)” is a comprehensive educational program for students based on industry needs. CTE includes coursework in areas such as health care, engineering, and computer science.

(4) “Community Engagement” means a broad collaboration and participation between multiple sectors of the community for the mutually beneficial exchange of knowledge and resources to identify local needs and contribute to larger conversations on visioning planning which may include, but not limited to parent groups and advocacy groups, industry and STEM agencies, economic and workforce groups, student input, and educators.

(5) “Education service district” or “ESD” means an education service district as defined in ORS 334.003.

(6) “Effective STEM Instruction” means the use of evidence-based practices that support interconnected, relevant STEM instruction as stated in definition number one.

(7) “Effective STEM Leadership” means identifying schools, school districts, postsecondary institutions, business & industry, student-focused nonprofits and community leadership to support implementing and improving STEM teaching and learning in addition to creating a culture that fosters STEM learning with evidence-based resources. Effective STEM leadership develops an understanding of what effective and interconnected STEM education looks like in

the classroom and supports the development of learning environments that empower educators to implement innovative STEM education approaches.

(8) “Effective STEM Learning Environments” means supporting student interaction with STEM education during formal and informal settings in ways that promote deeper understanding of real-world complex concepts. Such learning environments need to engage all students in solving complex problems, using highly interactive learning opportunities that create new opportunities for STEM learning across the core curriculum.

(9) “Oregon Equity Lens” ~~means the Oregon Equity Lens as defined in OAR 581-017-0010~~~~refers to the commitment and principles adopted by the Oregon Education Investment Board to address inequities of access, opportunity, interest, and attainment for underserved and underrepresented populations in all current and future strategic investments.~~

(10) “Postsecondary Institution” means a:

(a) A community college operated under ORS Chapter 341.

(b) The following public universities within the Oregon University System:

(A) University of Oregon.

(B) Oregon State University.

(C) Portland State University.

(D) Oregon Institute of Technology.

(E) Western Oregon University.

(F) Southern Oregon University.

(G) Eastern Oregon University.

(c) Oregon Health and Science University.

(d) An Oregon-based, generally accredited, not-for-profit institution of higher education.

(11) “Regional STEM Hub” means a commitment of a group of key stakeholders from different sectors such as, but not limited to school districts, informal education providers, postsecondary institutions, business & industry, student-focused nonprofits, students, families, community members and policy makers to advance state and local educational goals related to science, technology, engineering, mathematics and career & technical education (CTE).

(12) “Statewide STEM Network” means a supportive collaboration between and across Regional STEM Hubs to share knowledge, expertise, insights, and leadership to assist other communities in their efforts to create similar STEM partnerships.

(13) “STEM Education” means an approach to teaching and lifelong learning that emphasizes the natural interconnectedness of the four separate STEM disciplines. Developing and deepening content knowledge and skills in science and mathematics is the foundation of STEM teaching and learning. The natural connections among science, mathematics and STEM are made explicit through collaboration between educators resulting in real and appropriate context built into instruction, curriculum, and assessment. The common element of problem solving is emphasized across all STEM disciplines allowing students to discover, explore, and apply critical thinking skills as they learn.

(14) “STEM Practitioners” refers to individuals engaged in STEM-related professions such as but not limited to, natural resources management, high-tech manufacturing and product development, information technology, industrial design, health sciences, software, scientific research, engineering, data analytics, etc.

(15) “Student-Focused Nonprofits” means an organization that meets all of the following requirements:

(a) Is established as a nonprofit organization under the laws of Oregon;

(b) Qualifies as an exempt organization under section 501(c)(3) of the Internal Revenue Code as defined in ORS 314.011; and

(c) Is focused on providing services to students who’s goals or mission are focused on impacting and improving outcomes in STEM education.

(16) “Underserved Students” are students whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, or geographic location.

(17) “Underrepresented Students” in STEM are from demographic groups who’s representation in STEM fields and industries does not mirror regional and national focus populations specifically, women, African American, Native American, Hispanic and Pacific Islander students which systems have provided insufficient or inadequate balance of opportunity.

Statutory/Other Authority: ORS 327.820; 2015 OL Ch. 763 & Sec. 1 (Enrolled HB 3072)

Statutes/Other Implemented: ORS 327.820; 2015 OL Ch. 763 & Sec. 1 (Enrolled HB 3072)

History:

ODE 3-2019, minor correction filed 01/09/2019, effective 01/09/2019

ODE 50-2016, f. & cert. ef. 11-1-16

ODE 34-2016, f. & cert. ef. 5-17-16

Reverted to ODE 30-2014, f. & cert. ef. 6-24-14
ODE 15-2015(Temp), f. 9-25-15, cert. ef. 9-28-15 thru 3-15-16
ODE 30-2014, f. & cert. ef. 6-24-14

581-017-0306

Establishment of Regional STEM Hubs

(1) The Regional STEM Hub Grant is established as part of the Connecting to the World of Work Program.

(2) The purposes of these Regional STEM Hubs includes, but is not limited to:

(a) Engage school districts, post-secondary institutions, student-focused nonprofit organizations, business and industry around common outcomes related to increasing students' proficiency, interest, and attainment in science, technology, engineering and mathematics along with career and technical education.

(b) Align STEM program activities and leverage State and local resources, both financial and human, around common student outcomes to advance the State 40/40/20 goals.

(c) Address ongoing access, opportunity, interest, and attainment gaps for underserved and underrepresented students in STEM consistent with the [Oregon](#) Equity Lens.

(d) Engage local communities to elevate the importance of STEM to the prosperity of individuals, and the local and state economy.

(e) Promote effective instructional practices by providing professional learning opportunities and to support educators in ways that are consistent with the implementation of the Common Core State Standards and Oregon Science Standards.

(f) Provide age-appropriate career exploration opportunities in STEM for students along the education continuum including career guidance, tours, and internships.

(g) Expand effective STEM learning experiences for students both in and out of school.

(h) Share knowledge, expertise, insights, and leadership to assist other communities in their efforts to create similar STEM partnerships.

(i) Foster greater coherency across institutions to smooth student transitions and support services along education and career pathways.

(j) Diminish the sense of academic isolation and silos, both locally and statewide.

(k) Increase interactions of STEM practitioners with students and educators.

Statutory/Other Authority: ORS 327.820

Statutes/Other Implemented: ORS 327.820

History:

Reverted to ODE 30-2014, f. & cert. ef. 6-24-14

ODE 15-2015(Temp), f. 9-25-15, cert. ef. 9-28-15 thru 3-15-16

ODE 30-2014, f. & cert. ef. 6-24-14

581-017-0312

Criteria of Regional STEM Hubs Awards

(1) The Oregon Department of Education shall establish a solicitation and approval process to be conducted each biennium for which the Regional STEM Hub grant funds for operations support and program support are available. The solicitation and approval process must comply with the requirements of section 1, Chapter 763, Oregon Law 2015 (Enrolled House Bill 3072) and rules adopted to implement that section.

(2) The Oregon Department of Education may only award grants for operations support to Regional STEM Hubs which meet the minimum criteria by having a record of success in, or clearly established plans for, addressing the following:

(a) Establishing a partnership for a Regional STEM Hub consisting of the partners identified in OAR 581-017-0309(2);

(b) Selecting and supporting a backbone organization to coordinate and support the various partners of the Regional STEM Hub and ensure effective communication, a focus on data and outcomes, and alignment of programming to address the STEM-related needs of the community; and

(c) Creating, implementing, and improving a Partnership Plan that guides the vision, goals, strategies, and outcomes of the Regional STEM Hub; incorporates the principles of the [Oregon Equity Lens](#) ~~adopted by the Chief Education Office~~; and contributes to the achievement of the State's education goals and the STEM-related goals identified by the STEM Investment Council.

(3) The Oregon Department of Education may only award grants for program support to Regional STEM Hubs which meet the minimum criteria by having a record of success in or clearly established plans for addressing the following:

(a) An established Regional STEM Hub with a formalized and approved Partnership Plan, and contributions by partners of human, material, and financial resources;

(b) An established backbone organization to coordinate and support the various partners of the Regional STEM Hub and ensuring effective communication, a focus on data & outcomes, and aligning programming to address the STEM-related needs of the community; and

(c) An approved Partnership Plan that guides the vision, goals, strategies, and outcomes of the Regional STEM Hub; incorporates the principles of the [Oregon Equity Lens](#) ~~adopted by the Chief Education Office~~; and contributes to the achievement of the State's education goals and the STEM-related goals identified by the STEM Investment Council.

Statutory/Other Authority: ORS 327.820; 2015 OL Ch. 763 & Sec. 1 (Enrolled HB 3072)

Statutes/Other Implemented: ORS 327.820; 2015 OL Ch. 763 & Sec. 1 (Enrolled HB 3072)

History:

ODE 50-2016, f. & cert. ef. 11-1-16

ODE 34-2016, f. & cert. ef. 5-17-16

Reverted to ODE 30-2014, f. & cert. ef. 6-24-14

ODE 15-2015(Temp), f. 9-25-15, cert. ef. 9-28-15 thru 3-15-16

ODE 30-2014, f. & cert. ef. 6-24-14

581-017-0315

Implementation of Grant Funding of Regional STEM Hubs

(1) The Oregon Department of Education shall allocate funds to support the operations and programs of expanding and newly established Regional STEM Hubs.

(2) The Department of Education, in collaboration with the [Chief Education Office](#) ~~and the~~ STEM Council, shall determine for each biennium the portion of the funds available for operations support and program support grants.

(3) Grantees and the associated Regional STEM Hub will be expected to:

(a) Participate in data collection and reporting progress against agreed upon outcomes determined by the [Chief Education Office](#), ~~the~~ STEM Investment Council, and the Oregon Department of Education;

(b) Engage in mutually reinforcing activities for improving STEM/CTE education with partners within and outside the formal education system;

(c) Engage in collaboration and communication, within and between Regional STEM Hubs, including regular coordination calls, site visits, and convenings; and

(d) Identify and select a backbone organization to coordinate and support the various partners of the Regional STEM Hub and ensuring effective communication, a focus on data & outcomes, and aligning programming to address the STEM-related needs of the community.

Statutory/Other Authority: ORS 327.820; 2015 OL Ch. 763 & Sec. 1 (Enrolled HB 3072)
Statutes/Other Implemented: ORS 327.820; 2015 OL Ch. 763 & Sec. 1 (Enrolled HB 3072)

History:

Reverted to ODE 30-2014, f. & cert. ef. 6-24-14
ODE 15-2015(Temp), f. 9-25-15, cert. ef. 9-28-15 thru 3-15-16
ODE 30-2014, f. & cert. ef. 6-24-14

581-017-0318

Reporting of Regional STEM Hubs

(1) The Department of Education shall develop partnership-reporting requirements for allocation of funds for implementation of Regional STEM Hubs ~~as required by the Chief Education Office.~~

(2) The Department of Education, in collaboration with the STEM Investment Council and the committee established under ORS 344.075, shall submit a biennial report to the Legislative Assembly related to distributions made under this section. The report must include metrics that identify how distributions made under this section are contributing to the development of a skilled workforce that is able to secure high wage and high demand jobs.

Statutory/Other Authority: ORS 327.820; 2015 OL Ch. 763 & Sec. 1 (Enrolled HB 3072)
Statutes/Other Implemented: ORS 327.820; 2015 OL Ch. 763 & Sec. 1 (Enrolled HB 3072)

History:

ODE 50-2016, f. & cert. ef. 11-1-16
ODE 34-2016, f. & cert. ef. 5-17-16
Reverted to ODE 30-2014, f. & cert. ef. 6-24-14
ODE 15-2015(Temp), f. 9-25-15, cert. ef. 9-28-15 thru 3-15-16
ODE 30-2014, f. & cert. ef. 6-24-14

581-017-0330

Implementation of STEM Innovation Grant

(1) The Oregon Department of Education, in collaboration with ~~the Chief Education Office and~~ the STEM Council, shall determine for each biennium the funds available for the STEM Innovation Grants.

(2) STEM Innovation Grant funds received by a grantee must be separately accounted for and may be used only to provide funding for the purposes described in the application of the grant recipient.

Statutory/Other Authority: 2013 OL Ch. 661 & Sec. 4 (Enrolled HB 3232)
Statutes/Other Implemented: 2013 OL Ch. 661 & Sec. 4 (Enrolled HB 3232)

History:

ODE 18-2016, f. & cert. ef. 3-22-16

ODE 30-2014, f. & cert. ef. 6-24-14; ODE 34-2015(Temp) f. 12-23-15, cert. ef. 12-28-15 thru 4-1-16

581-017-0333

Reporting of STEM Innovation Grant

Recipients of the STEM Innovation Grant must report on the grant to the Department of Education. The report must include metrics developed by the Department of Education, in collaboration with the STEM Council ~~and the Chief Education Office~~.

Statutory/Other Authority: 2013 OL Ch. 661 & Sec. 4 (Enrolled HB 3232)

Statutes/Other Implemented: 2013 OL Ch. 661 & Sec. 4 (Enrolled HB 3232)

History:

ODE 18-2016, f. & cert. ef. 3-22-16

ODE 30-2014, f. & cert. ef. 6-24-14; ODE 34-2015(Temp) f. 12-23-15, cert. ef. 12-28-15 thru 4-1-16

581-017-0335

Definitions and Establishment of STEM Lab Schools

(1) The following definitions apply to 581-017-0335 TO 581-017-0347:

(a) “Achievement Gap” means the gap in achievement (state test scores in science and mathematics as well as postsecondary degree attainment in STEM) that often exists between students who are economically disadvantaged, students learning English as a second language, African American, Hispanic or Native American compared to their peers.

(b) “Authentic Problem-Based Learning” means using real world questions, problems, and tasks — often drawn from local community issues and industries — as the focus to drive the learning experiences, deepen understanding, and developing rich contextual connections across a variety of STEM and non-STEM disciplines.

(c) “Career and Technical Education (CTE)” is a comprehensive educational program for students based on industry needs. CTE includes coursework in areas such as health care, engineering, and computer science.

(d) “Community Engagement” means a broad collaboration and participation between multiple sectors of the community for the mutually beneficial exchange of knowledge and resources to identify local needs and contribute to larger conversations on visioning planning which may include, but not limited to parent groups and advocacy groups, industry and STEM agencies, economic and workforce groups, student input, and educators.

(e) “Effective STEM Instruction” means the use of evidence-based practices that support interconnected, relevant STEM instruction as stated in definition number fourteen.

(f) “Effective STEM Leadership” means identifying schools, school districts, postsecondary institutions, business & industry, student-focused nonprofits and community leadership to support implementing and improving STEM teaching and learning in addition to creating a culture that fosters STEM learning with evidence-based resources. Effective STEM leadership develops an understanding of what effective and interconnected STEM education looks like in the classroom and supports the development of learning environments that empower educators to implement innovative STEM education approaches.

(g) “Effective STEM Learning Environments” means supporting student interaction with STEM education during formal and informal settings in ways that promote deeper understanding of real-world concepts. Such learning environments must engage all students in solving complex problems, using highly interactive learning opportunities that create new opportunities for STEM learning across the core curriculum.

(h) “Oregon Equity Lens” ~~means the equity lens as defined in OAR 581-017-0010~~~~refers to the commitment and principles adopted by the Chief Education Office to address inequities of access, opportunity, interest, and attainment for underserved and underrepresented populations in all current and future strategic investments.~~

(i) “Postsecondary Institution” means:

(A) A community college operated under ORS Chapter 341.

(B) The following public universities within the Higher Education Coordinating Council:

(i) University of Oregon.

(ii) Oregon State University.

(iii) Portland State University.

(iv) Oregon Institute of Technology.

(v) Western Oregon University.

(vi) Southern Oregon University.

(vii) Eastern Oregon University.

(viii) Oregon Health and Science University.

(C) An Oregon-based, generally accredited, not-for-profit institution of higher education.

(j) “Regional STEM Hub” means a commitment of a group of key stakeholders from different sectors such as, but not limited to school districts, informal education providers, postsecondary institutions, business & industry, student-focused nonprofits, students, families, community members and policy makers to advance state and local educational goals related to science, technology, engineering, mathematics and career & technical education (CTE).

(k) “School” means a public middle school, high school, community college, or postsecondary institution offering a comprehensive instructional program. A school may include a discreet comprehensive instructional program within a larger school or college.

(l) “Statewide STEM Network” means a supportive collaboration between and across Regional STEM Hubs to share knowledge, expertise, insights, and leadership to assist other communities in their efforts to create similar STEM partnerships.

(m) “STEAM Education” means the incorporation of strategies to enhance science, technology, engineering and mathematics (STEM) education by integrating art and design, and promoting creative possibilities.

(n) “STEM Education” means an approach to teaching and lifelong learning that emphasizes the natural interconnectedness of the four separate STEM disciplines which mirrors the practices and rich contexts of STEM practitioners. Developing and deepening content knowledge and skills in science and mathematics is the foundation of STEM teaching and learning. The natural connections among science, mathematics and STEM are made explicit through collaboration between educators resulting in authentic and appropriate context built into instruction, curriculum, and assessment. The common element of problem solving is emphasized across all STEM disciplines allowing students to discover, explore, and apply critical thinking skills as they learn.

(o) “STEM Lab School” means to establish a school that has a student-centered school culture of inquiry with meaningful and authentic learning environments that integrate STEM and/or STEAM education aligned with state, national and industry standards. This cutting-edge learning center will deepen connections between other educational institutions, business, industry, out-of-school educators, and the local community to create and promote STEM career pathways for students. An intentional focus of a lab school is to support the professional learning of current and future educators, the implementation of innovative education models, and educational research in a manner that increases knowledge and capacity of systems and institutions beyond the school itself.

(p) “STEM Practitioners” refers to individuals engaged in STEM-related professions such as but not limited to, natural resources management, high-tech manufacturing and product development, information technology, industrial design, health sciences, software, scientific research, engineering, data analytics, etc.

(q) “Student-Focused Nonprofits” means an organization that meets all of the following requirements:

(A) Is established as a nonprofit organization under the laws of Oregon;

(B) Qualifies as an exempt organization under section 501(c)(3) of the Internal Revenue Code as defined in ORS 314.011; and

(C) Is focused on providing services to students or educators whose goal or mission is focused on improving student outcomes in STEM education.

(r) “Underserved Students” are students whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, or geographic location.

(s) “Underrepresented Students” in STEM are from demographic groups whose representation in STEM fields and industries does not mirror regional and national focus populations specifically, women, African American, Native American, Hispanic and Pacific Islander students which systems have provided insufficient or inadequate balance of opportunity.

(2) The STEM Lab Schools Grant is established as part of the Connecting to the World of Work Program.

(3) The purpose of the STEM Lab School Grant is to:

(a) Engage middle school, high school and/or community college students in authentic, inquiry-based learning environments that increase experiential learning opportunities focused on Science, Technology, Engineering, and Mathematics (STEM) education and design-related industries to improve, enhance, and enrich students’ problem-solving capabilities and to foster 21st Century Skills.

(b) Address ongoing access, opportunity, interest and attainment gaps for underserved and underrepresented students in STEM and design-related industries consistent with the [Oregon Equity Lens](#).

(c) Promote more effective STEM and design-related industries instructional practices consistent with Common Core State Standards, Oregon State Science Standards and Oregon State Arts Standards by offering educator professional learning opportunities.

Statutory/Other Authority: ORS 327.800

Statutes/Other Implemented: ORS 327.820

History:

ODE 34-2016, f. & cert. ef. 5-17-16

ODE 31-2014, f. & cert. ef. 6-24-14
ODE 2-2014(Temp), f. & cert. ef. 2-19-14 thru 8-17-14

581-017-0347

Reporting of STEM Lab Schools

The Department of Education shall develop partnership-reporting requirements for allocation of funds for implementation of STEM Lab Schools ~~as required by the Chief Education Office.~~

Statutory/Other Authority: ORS 327.800

Statutes/Other Implemented: ORS 327.820

History:

ODE 34-2016, f. & cert. ef. 5-17-16
ODE 31-2014, f. & cert. ef. 6-24-14
ODE 2-2014(Temp), f. & cert. ef. 2-19-14 thru 8-17-14

581-017-0441

Application Process and Criteria

(1) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted each biennium for which competitive Oregon Farm to School Program grant funds are available.

(2) The department shall notify eligible entities of the proposal process and the dates when proposals are due, and make available necessary guidelines and application forms.

(3)(a) Eligible entities must submit their grant proposals on the most current form prescribed by the department. The department shall publish the current request for proposals solicitation forms on the department's website.

(b) If an eligible entity that has applied for a competitive Oregon Farm to School Program grant is unable to provide the information required in the request for proposals, then the grant applicant must provide an explanation why the information cannot be provided. Grant applicants may submit additional information that will aid the department in evaluating their grant proposals.

(4) To be considered by the department, the grant proposals submitted by eligible entities must include the following information:

(a) The name of the school district in which the educational activities will be offered;

(b) The name of the person who will serve as the grant applicant's primary contact regarding the grant proposal and that person's contact information, including the primary contact's email address and telephone number;

(c) The name of the organizations which the grant applicant either has partnered, or is intending to partner, with for the purpose of providing food-based, agriculture-based, or garden-based educational activities for the benefit of children enrolled in either a public school or public charter school within a school district;

(d) The name and contact information of the persons who will serve as the partner organizations' primary contacts regarding the grant proposal and the educational activities the grant applicant and its partner organizations intend to provide;

(e) A description of the educational activities the grant applicant proposes to offer;

(f) An explanation of how the educational activities the grant applicant proposes to offer with grant funds will address the grant criteria and benefit children enrolled in either a public school or public charter school within a school district;

(g) An estimate of the costs associated with providing the proposed educational activities; and

(h) An analysis of the proposed educational activities and the proposed means of delivering those programs using the [Oregon](#) Equity Lens adopted under OAR 581-017-0010.

(5) Grant applicants' proposals will be reviewed for completeness and how well they address the evaluation criteria adopted by the department. The Oregon Department of Education shall give preference to eligible entities that propose educational activities that:

(a) Are well designed;

(b) Promote healthy food activities;

(c) Have clear educational objectives;

(d) Involve parents or the community;

(e) Are connected to a school district's farm-to-school procurement activities; and

(f) Are culturally relevant to the students being served by the grant moneys.

(6) Additional information may be required and additional criteria may be identified in the applicable request for proposal and guidelines published by the department.

(7) Recipients of a competitive Oregon Farm to School Program grant will:

(a) Represent a variety of school sizes and geographic locations; and

(b) Serve a high percentage of children who qualify for free or reduced price school meals under the United States Department of Agriculture's National School Lunch Program.

Statutory/Other Authority: OL 2015, ch. 840, sec.13 & ORS 336.431

Statutes/Other Implemented: OL 2015, ch. 840, sec.13 & ORS 336.431

History:

ODE 25-2018, amend filed 08/17/2018, effective 08/20/2018

ODE 47-2016, f. & cert. ef. 11-1-16

: ODE 11-2016, f. & cert. ef. 2-5-16