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581-013-0005

Definitions

The following definitions apply to OAR 581-013-0005 to 581-013-0035:

(1) “Career Technical Education” or “CTE” means content, programs, and instructional strategies based on business and industry workplace skills and technical skill sets and needs. Instruction incorporates standards-based academic content, technical skills and workplace behaviors necessary for success in careers of the 21st century. Career Technical Education:

(a) Provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare students for their career pathway;

(b) Provides technical skill proficiency and may provide an industry-recognized credential, a post-secondary certificate or degree; and

(c) Includes applied learning that contributes to an individual’s academic and technical knowledge, higher-order reasoning and problem-solving skills, work attitudes and general employability skills.

(2) “CTE program” means a CTE Program of Study or CTE Start-up Program.

(3) “CTE Program of Study” means a sequence of courses, aligned to industry standards at the secondary and post-secondary level that integrates technical and career skill proficiencies with relevant academic content. A CTE Program of Study prepares students for the workplace, further education, training, and community roles. A CTE Program of Study is approved by the Oregon Department of Education.

(4) “CTE Start-up Program” means an intentional plan approved by ODE to develop a CTE Program of Study within an ODE agreed upon timeline. The program includes initial course(s), connections to economic need, and a proposed alignment to a community college CTE program.

(5) “Charter school” means a public charter school operating pursuant to ORS Chapter 338.

(6) “Dual credit courses” means dual credit courses, sponsored dual credit courses, and assessment based learning credit as those terms are defined by the Oregon Higher Education Coordinating Commission.

(7) “English Language Learner” or “ELL” means a child whose native language is other than English or who speaks a language other than English in the child’s home.

(8) “ESD” means education service district as defined in ORS 334.003.

(9) “Establish” means create or implement new programs, activities, or services for students.

(10) “Evidence-based” means an activity, strategy, or intervention that

(a) Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on

(A) Strong evidence from at least one well-designed and well-implemented experimental study;

(B) Moderate evidence from at least one well-designed and well-implemented quasi-experimental study using a large or multi-site sample; or

(C) Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

(b) (A) Demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention adheres to antidiscrimination laws, and is likely to improve student outcomes or other relevant outcomes based on a well-specified logic model informed by research or an evaluation that suggests how the intervention will improve relevant outcomes; and

(B) Includes ongoing efforts to examine, evaluate and reflect upon the effectiveness of such activity, strategy, or intervention on the intended outcomes.

(11) “Expand” means to increase the course offerings, course participation, supports for students, activities, or services available to students or increase the number of students served.

(12) “Extended ADMw” means the extended weighted average daily membership computed as provided in ORS 327.103(1)(c).

(13) “High School Graduation and College and Career Readiness Fund” means the fund established by section 1, chapter 1, Oregon Laws 2017.

(14) “Historically and traditionally marginalized students” means English language learners, Black and African American students, American Indian and Alaskan Native students, Latino and Hispanic students, Asian and Pacific Islander students, Multi-racial students, students experiencing poverty, and students with disabilities.

(15) “Historically underrepresented populations” means demographic groups whose representation in CTE, science, technology, engineering and math fields, college-level educational opportunities, does not mirror the demographics of the school building .

(16) “School district” means a common or union high school district, the Oregon School for the Deaf, and an education program under the Youth Corrections Education Program or the Juvenile Detention Education Program.

Stat. Auth.: Sec. 1, Ch. 1, OL 2017

Stats. Implemented: Sec. 1, Ch. 1, OL 2017

Hist.: ODE 3-2017, f. & cert. ef. 3-1-17

581-013-0010

Equity Lens

(1) The Oregon Department of Education will apply the equity lens adopted by the Oregon Department of Education when reviewing biennial plans submitted by school districts or charter schools and when monitoring and providing technical assistance to school districts or charter schools.

(2) In determining how to spend funds from the High School Graduation and College and Career Readiness Fund, a school district or charter school shall identify which students or population of students are most at risk of not graduating or being ready for college or career. In making this determination, the school district or charter school shall apply an equity lens and review student data disaggregated by student population including historically and traditionally marginalized and historically underrepresented students. The district or charter school may use an equity lens that has been adopted by the school district or the equity lens that has been adopted by the Oregon Department of Education.

Stat. Auth.: Sec. 1, Ch. 1, OL 2017

Stats. Implemented: Sec. 1, Ch. 1, OL 2017

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581-013-0015

Fund Administration

(1) For each biennium, the Oregon Department of Education shall determine the total amount of funds to be apportioned among the eligible school districts and charter schools for each year of the biennium.

(2) For each school year, the Oregon Department of Education shall determine the portion of funds available to each school district or charter school that serves students in grades 9 through

12 from the High School Graduation and College and Career Readiness Fund. In calculating the portion available to each school district and charter school, the Oregon Department of Education shall use the most current finalized extended ADMw from the State School Fund.

(3) Funds that are apportioned to a school district or charter school for a given biennium must be used by the school district, charter school, or ESD in that biennium. Funds that are not used by a school district, charter school, or ESD during year one of a given biennium may be carried over and used in year two of that same biennium. Any funds that are not used by a school district, charter school, or ESD at the end of a biennium will be returned to the High School Graduation and College and Career Readiness Fund and reapportioned among all school districts and charter schools in the next biennium.

(4) Funds received by a school district or charter school under this section must be separately accounted for and must be used in accordance with the school district or charter school's approved biennial plan.

Stat. Auth.: Sec. 1, Ch. 1, OL 2017

Stats. Implemented: Sec. 1, Ch. 1, OL 2017

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581-013-0020

Eligibility

The Oregon Department of Education shall allocate the High School Graduation and College and Career Readiness Fund based on the following criteria

(1) The following entities are able to receive funding from the High School Graduation and College and Career Readiness Fund:

(a) School districts;

(b) Charter schools that serve students in grades 9 through 12; and

(c) ESDs where:

(A) The ESD provides services for an education program under the Youth Corrections Education Program or the Juvenile Detention Education Program; or

(B) The ESD is coordinating a regional effort on behalf of a consortium of two or more school districts or charter schools, submitting a biennial plan on behalf of the consortium, and acting as the fiscal agent for the consortium.

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(2) For the school year 2018-19 and biennia thereafter, to be eligible to receive an allocation from the High School Graduation and College and Career Readiness Fund a school district or charter school must prepare a biennial plan that meets the requirements of OAR 581-013-0025 and is approved by the Oregon Department of Education.

(3) For the 2017-18 school year, to be eligible to receive an allocation from the High School Graduation and College and Career Readiness Fund a school district or charter school must have submitted a written request to the Oregon Department of Education using the template developed by the Oregon Department of Education.

Stat. Auth.: Sec. 1, Ch. 1, OL 2017

Stats. Implemented: Sec. 1, Ch. 1, OL 2017

Hist.: ODE 3-2017, f. & cert. ef. 3-1-17

581-013-0025

Biennial Plan

(1) School districts and charter schools must prepare a biennial plan that addresses proposed spending of High School Graduation and College and Career Readiness Fund monies. School districts and charter schools may collaborate and submit one plan on behalf of multiple participants. ESDs may prepare a biennial plan on behalf of a consortium of school districts and charter schools.

(2) The biennial plan must:

(a) Cover a minimum of four years but may be longer. The biennial plan submitted in 2018 need only cover three years but may be longer;

(b) Comply with the requirements of section 2017 OL 615, Section 7 (Enrolled HB 2246);

(c) Prioritize spending on programs that serve those students identified by the school district as most at-risk of not graduating or being college or career ready, historically and traditionally marginalized and historically underrepresented;

(d) Identify resources and specific strategies for historically and traditionally marginalized students and historically underrepresented students and demonstrate what will be accomplished;

(e) Identify supports for teachers, counselors, and administrators to implement specific strategies; and

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Deleted: (b) Establish a regular time for teachers and staff of students in grade 9 to collaboratively review current data on students' grades, absences and discipline by school and by course and to develop strategies to ensure at-risk students stay on track to graduate; ¶

(c) Implement district-wide, evidence-based practices for reducing chronic absenteeism in grades 9-12; ¶

(d) Establish a system for assigning high school students to advanced and dual credit courses that, in order to avoid bias in course assignments, relies on multiple measures of academic qualifications indicating academic readiness such as grades in one or more subject area, test scores, cumulative GPA, validated assessment of content specific skills, or other measures approved by the ODE; and ¶

(e) Implement systems to ensure that high school students, including English Language Learners, are taking courses required for on-time graduation. ¶

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(c) Address current data and analysis of contributing causes; ¶

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Deleted: (e) Include plans to establish or expand upon current efforts by the school district or charter school with evidence-based practices in three areas: ' (A) CTE programs in high schools; ¶ (B) Access to college-level educational opportunities for students in high schools; and ¶ (C) Drop-out prevention strategies in all high schools; ¶

Deleted: (f) Demonstrate coordination between the three areas of spending; ¶

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(f) Identify projections for disaggregated targets related to graduation, student participation in CTE and dual credit, advanced placement, International Baccalaureate, or comparable college-level courses, improvements in attendance, and student progress towards career pathways.

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(g) Demonstrate coordination between the areas of spending;

(3) The deadline for biennial plan submission is July 1 of the first year of each biennium.

(4) The Oregon Department of Education must review biennial plans submitted by each district to determine whether the plan should be approved. Plans will be approved if they meet the requirements of (2) of this rule.

(5) School districts, charter schools, and ESDs may amend an approved biennial plan so long as the amendment is done in consultation with the Oregon Department of Education and the amended biennial plan is approved by the Oregon Department of Education as required in subsection (2) of this rule.

Stat. Auth.: Sec. 1, Ch. 1, OL 2017

Stats. Implemented: Sec. 1, Ch. 1, OL 2017

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581-013-0030

Reporting

(1) Prior to the end of each fiscal year, a school district, charter school, or ESD that has received funds from the High School Graduation and College and Career Readiness Fund must file with the Oregon Department of Education

(a) An expenditure report; and

(b) Verification that monies from the High School Graduation and College and Career Readiness Fund were used to establish or expand programs, opportunities, or strategies under section 1, chapter 1, Oregon Laws 2017 and were not used to maintain programs, opportunities, or strategies established prior to December 8, 2016, except when a use is necessary to replace the loss or expiration of time-limited grants, federal funds, and funds that support extended co-enrollment programs in effect prior to December 8, 2016.

(2) Prior to the end of each biennium, a school district, charter school, or ESD that has received funds from the High School Graduation and College and Career Readiness Fund must report to the Oregon Department of Education progress toward the agreed upon targets in the approved biennial plan.

Stat. Auth.: Sec. 1, Ch. 1, OL 2017
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581-013-0035

Monitoring and Technical Assistance

(1) To ensure the High School Graduation and College and Career Readiness Fund improves student's progress towards graduation beginning with grade 9, graduation rates, and college and career readiness, the Oregon Department of Education will monitor the following

(a) Participating school district, charter school, or ESD's spending to ensure that spending aligns with the school district, charter school, or ESD's approved biennial plan; and

(b) Progress on targets identified by the school district, charter school, or ESD in the biennial plan and on multiple-measure indicators designated by the Oregon Department of Education as reflecting college and career readiness.

(2) The Oregon Department of Education will rely on formative and summative reporting on spending and progress on targets and indicators.

(3) At the end of each fiscal year the Oregon Department of Education shall identify school districts, charter schools, and ESDs that are not spending High School Graduation and College and Career Readiness Fund monies in accordance with the school district, charter school, or ESD's approved biennial plan. The Oregon Department of Education shall partner and collaborate with the identified school districts, charter schools, and ESDs to ensure monies from the High School Graduation and College and Career Readiness Fund are being spent appropriately and, if necessary, direct the expenditure of funds or revise the school district, charter school, or ESD's biennial plan.

(4) At the end of each biennium, the Oregon Department of Education shall identify school districts and charter schools that are not making progress on the targets identified in the school district, charter school, or ESD's approved biennial plan or on the multiple-measure indicators designated by the Oregon Department of Education as reflecting college and career readiness. The Oregon Department of Education shall partner and collaborate with the identified school districts, charter schools, and ESDs to determine the specific interventions and technical assistance to be provided. The interventions and technical assistance must

(a) Include application of the equity lens adopted by the Oregon Department of Education; and

(b) Be individualized based on the school district, charter school, or ESD's needs and unique student population.

Stat. Auth.: Sec. 1, Ch. 1, OL 2017
Stats. Implemented: Sec. 1, Ch. 1, OL 2017
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