

STATE BOARD OF EDUCATION – ADMINISTRATIVE RULE SUMMARY

Title/OAR #: Adoption—Updating Rules to Reflect Dissolution of OEIB & Achievement Compacts/ OAR #'s 581-017-0010; 581-017-0215; 581-017-0301; 581-017-0312; 581-017-0318; 581-017-0333; 581-017-0335; 581-017-0347; 581-018-0010; 581-018-0020; 581-018-0110; 581-018-0125; 581-018-0215; 581-0180265; 581-018-0325; 581-018-0336; 581-018-0509; 581-018-0529; 581-018-0575; 581-018-0584; 581-018-0590; 581-022-2130

Date: Jan. 21, 2016

Staff/Office:

New Rule **Amend Existing Rule** **Repeal Rule**

Hearing Date: Dec 2015 **Hearings Officer Report Attached**

Prompted by: **State law changes** **Federal law changes** **Other**

Action Requested:

First Reading/Second Reading **Adoption** **Adoption/Consent Agenda**

PROPOSED/AMENDED RULE SUMMARY: Changes the term “Oregon Education Investment Board” to “Chief Education Office” in department administrative rules. Eliminates references to district achievement compacts.

BACKGROUND: SB 215 (2015) eliminated the Oregon Education Investment Board, maintained the position of Chief Education Officer, shifted a majority of OEIB duties to the Chief Education Office, and modified the purpose of the office to one of coordination. The bill also extended the sunset date to June 30, 2019 of the CEO and eliminated the requirements related to achievement compacts.

ISSUES/CONCERNS THAT SURFACED DURING RULE WORK:

CHANGED SINCE LAST BOARD MEETING? (so members can focus on what’s different)

N/A; first read—hasn’t been before board

No; same as last month

Yes – As follows:

FISCAL IMPACT: Elimination of achievement compacts will likely result in some administrative savings on the part of school districts.

EFFECT OF YES VOTE: Aligns rules with SB 215.

EFFECT OF NO VOTE: Rules will conflict with SB 215, potentially leading to confusion in the field.

STAFF RECOMMENDATION:

Adopt administrative rule as prepared this month

Adopt administrative rule next month

No recommendation at this time (rarely used)

Created by CH on 11-22-15

581-017-0010

Equity Lens

(1) The Department of Education will apply the Equity Lens adopted by the ~~Oregon Education Investment Board~~ 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?

Stat. Auth.: 2013 OL Ch. 660, Sec. 1 (Enrolled HB 3232)

Stats. Implemented: 2013 OL Ch. 660, Sec. 1 (Enrolled HB 3232)

Hist.: ODE 15-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14; ODE 28-2013, f. & cert. ef. 12-18-13

581-017-0020

Timelines and Performance Measures

3.d

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 ~~Oregon Education Investment Board~~Chief Education Office and the Oregon Department of Education.

Stat. Auth.: 2013 OL Ch. 660, Sec. 1 (Enrolled HB 3232)

Stats. Implemented: 2013 OL Ch. 660, Sec. 1 (Enrolled HB 3232)

Hist.: ODE 15-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14; ODE 28-2013, f. & cert. ef. 12-18-13

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 the ~~Oregon Education Investment Board~~Chief Education Office 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:

3.d

- (a) Organizations ~~that~~^{who} have documented evidence of serving underserved/at-risk eighth and ninth grade students ~~and~~/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/level 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.

Stat. Auth.: ORS 327.800

Stat. Implemented: ORS 327.815

Hist.: ODE 23-2013(Temp), f. & cert. ef. 10-18-13 thru 4-16-14; ODE 1-2014, f. & cert. ef. 2-19-14

Connecting to the World of Work STEM, STEAM and CTE

581-017-0301

Definitions

3.d

The following definitions apply to 581-017-0300 TO 581-017-0332:

- (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) “Effective STEM Instruction” means the use of evidence-based practices that support interconnected, relevant STEM instruction as stated in definition number one.
- (6) “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.
- (7) “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.
- (8) “Equity Lens” refers to the commitment and principles adopted by the [Oregon Education Investment Board](#) [Chief Education Office](#) to address inequities of access, opportunity, interest, and attainment for underserved and underrepresented populations in all current and future strategic investments.
- (9) “Postsecondary Institution” means a:
 - (a) A community college operated under ORS Chapter 341.

(b) The following public universities within the ~~Oregon University System~~ Higher Education Coordinating Commission:

(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.

(10) “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 (STEM) and career & technical education (CTE).

(11) “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.

(12) “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.

(13) “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.

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

3.d

- (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 and who²se goals or mission areis focused on ~~impacting and~~ improving student outcomes in STEM education.

(15) “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.

(16) “Underrepresented Students” in STEM are from demographic groups who²se 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.

Stat. Auth.: 2013 OL Ch. 661, Sec. 4 (Enrolled HB 3232)

Stat. Implemented: 2013 OL Ch. 661, Sec. 4 (Enrolled HB 3232)

Hist.: 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 request for proposal solicitation and approval process to be conducted each biennium for which the Regional STEM Hub grant funds are available. All proposals must comply with the requirements of section 1, Chapter 661, Oregon Law 2013 (Enrolled House Bill 3232) and rules adopted to implement that section.

(2) The Oregon Department of Education may only award grants 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) Each eligible recipient must establish a partnership for a Regional STEM Hub consisting of a school district, post-secondary, student-focused nonprofit, and industry, business.

(b) In creating a Regional STEM Hub, network leadership that has a plan to demonstrate the needs of ALL students and incorporate the principles of the Equity Lens adopted by the Oregon Education Investment Board.

(c) Regional STEM Hubs must identify a common agenda that contributes to the achievement of STEM to the State 40/40/20 goal and the STEM-related goals, which states by 2025 to:

(A) Double the percentage of students in 4th and 8th grades who are proficient or advanced in mathematics and science.

3.d

(B) Double the number of students who earn a post-secondary degree requiring proficiency in science, technology, engineering or mathematics.

(d) Regional STEM Hub Partnerships will be expected to:

(A) Participate in the development and dissemination of a minimum set of shared measurements and reporting of progress as determined by Oregon Department of Education in collaboration with the [Oregon Education Investment Board](#) [Chief Education Office](#).

(B) Engage in mutually reinforcing activities for improving STEM/CTE education that will focus on instructional systems, communication, student support systems, human resource systems, and governance

(C) Engage in continuous communication both within and between Regional STEM Hubs

(D) Establish a backbone support organization to manage and support the Regional STEM Hub Partnership by serving the roles of project manager, data manager, communications hub and professional development facilitators.

Stat. Auth.: 2013 OL Ch. 661, Sec. 4 (Enrolled HB 3232)

Stat. Implemented: 2013 OL Ch. 661, Sec. 4 (Enrolled HB 3232)

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

581-017-0318

Reporting of Regional STEM Hubs

The Department of Education shall develop partnership-reporting requirements for allocation of funds for implementation of Regional STEM Hubs as required by the [Oregon Education Investment Board](#) [Chief Education Office](#).

Stat. Auth.: 2013 OL Ch. 661, Sec. 4 (Enrolled HB 3232)

Stat. Implemented: 2013 OL Ch. 661, Sec. 4 (Enrolled HB 3232)

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

581-017-0333

Reporting of STEAM and CTE Programs and Activities

The Department of Education shall develop partnership-reporting requirements for allocation of funds for implementation of STEAM and CTE Programs and Activities as required by the [Oregon Investment Board](#) [Chief Education Office](#).

Stat. Auth.: 2013 OL Ch. 661, Sec. 4 (Enrolled HB 3232)

Stat. Implemented: 2013 OL Ch. 661, Sec. 4 (Enrolled HB 3232)

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

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) “Equity Lens” refers to the commitment and principles adopted by the [Oregon Education Investment Board](#) [Chief Education Office](#) to address inequities of access, opportunity, interest, and attainment for underserved and underrepresented populations in all current and future strategic investments.

3.d

(i) “Postsecondary Institution” means:

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

(B) The following public universities within the [Oregon University System 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

3.d

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 ~~and/or~~ educators who’s ~~goals~~ or mission ~~are~~ is focused on ~~impacting and~~ 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:

3.d

(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 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.

Stat. Auth.: ORS 327.800

Stat. Implemented: ORS 327.820

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

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 [Oregon Education Investment Board Chief Education Office](#).

Stat. Auth.: ORS 327.800

Stat. Implemented: ORS 327.820

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

581-018-0010

Equity Lens

(1) The Department of Education will apply the Equity Lens adopted by the [Oregon Education Investment Board Chief Education Office](#) when administering the network including when determining resource allocation and awarding grants and contracts.

(2) Specifically the Department shall consider the following [issues](#):

(a) Who are the racial or ethnic and underserved groups affected? What is the potential impact of the resource allocation and grant or contract award 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?

3.d

- (c) How does the resource allocation or grant or contract award 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 grant or contract? 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 grant or contract 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 grants and contracts?
- (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?

Stat. Auth.: 2013 OL Ch. 661, Sec. 1 (Enrolled HB 3233)

Stats. Implemented: 2013 OL Ch. 661, Sec. 1 (Enrolled HB 3233)

Hist.: ODE 16-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14; ODE 30-2013, f. & cert. ef. 12-18-13

581-018-0020

Timelines and Performance Measures

Recipients of network grant or contract funds shall meet timelines, performance measures and other requirements related to the accumulation and evaluation of data collected as required by the [Oregon Education Investment Board](#) [Chief Education Office](#) and the Oregon Department of Education.

Stat. Auth.: 2013 OL Ch. 661, Sec. 1 (Enrolled HB 3233)

Stats. Implemented: 2013 OL Ch. 661, Sec. 1 (Enrolled HB 3233)

Hist.: ODE 16-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14; ODE 30-2013, f. & cert. ef. 12-18-13

581-018-0110

Criteria

(1) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted each biennium for when District Implementation and Design Collaboration grant funds are available. The Department shall notify eligible applicants of the proposal process and the due dates, and make available necessary guidelines and application forms.

3.d

(2) All proposals must comply with the requirements of ORS 329.838, section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233) and rules adopted to implement those laws. Grants shall be awarded based on whether the grant application identifies how the funds will be used to improve education outcomes identified by the ~~Oregon Investment Board~~Chief Education Office, contained in achievement compact or set forth in ORS 351.009.

(3) Prior to applying for a grant, the school district must receive the approval to apply for the grant from:

(a) The exclusive bargaining representative for the teachers of the school districts, or if the teachers are not represented by an exclusive bargaining representative, from the teachers of the school districts;

(b) The chairperson of the school district board; and

(c) The superintendent of the school district.

(4) Districts shall establish a collaborative leadership team to oversee the design and implementation process. The collaborative leadership team shall include the exclusive bargaining representative for the teachers of the school district or, if the teachers are not represented by an exclusive bargaining representative, the teachers of the school district.

(5) Districts shall display readiness and eligibility for an implementation grant by submitting detailed blueprints, developed collaboratively by teachers, administrators, and the teacher bargaining unit, in the four required areas:

(a) Career pathways processes for teachers and administrators;

(b) Evaluation processes for teachers and administrators;

(c) Compensation models for teachers and administrators, and

(d) Enhanced professional development opportunities for teachers and administrators.

(6) The Department of Education shall award design and implementation grants based on the evaluation of the district application, eligibility criteria, and the following considerations:

(a) Geographic location of districts to insure geographic diversity within the recipients of grant program funds throughout the state;

(b) Districts that have an achievement gap as defined in 581-018-0005;

(c) Districts that have a high number~~level~~ of economically disadvantaged students as defined in 581-018-0005.

Stat. Auth.: ORS 329.838

Stats. Implemented: ORS 329.838

Hist.: ODE 18-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14; ODE 33-2013, f. & cert. ef. 12-18-13

581-018-0125

Reporting

(1) Districts shall meet timelines, performance measures and other requirements related to the accumulation and evaluation of data collected as required by the ~~Oregon Investment Board~~Chief Education Office and the Oregon Department of Education.

(2) Districts shall submit interim and final grant reports describing progress toward grant requirements and goals as defined by the Department of Education.

(3) Districts shall share lessons learned and school district models on the design and implementation of the four blueprint areas.

(4) The Department of Education shall disseminate best practices from the grant districts to districts statewide.

Stat. Auth.: ORS 329.838

Stats. Implemented: ORS 329.838

Hist.: ODE 18-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14; ODE 33-2013, f. & cert. ef. 12-18-13

581-018-0215

Criteria

(1) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted each biennium for which the Dual-Language/Two-Way Bilingual grant funds are available. All proposals must comply with the requirements of section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233) and rules adopted to implement that section.

(2) Grants shall be awarded based on the following criteria:

(a) Whether the grant application identifies how the funds will be used to reach the 40-40-20 goal and improve education outcomes ~~identified by the Oregon Education Investment Board as contained in the achievement compact of the applicant.~~

(b) Whether the grant application demonstrates school district or public charter school support, commitment and readiness to design a Dual Language/Two-Way Bilingual Grant program.

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

3.d

(a) Provide a sustainability plan to continue the program for at least two additional years after the third year of the grant.

(b) The extent to which the applicant clearly documents its capacity to implement and carry out the Dual-Language/Two-Way Bilingual program, including demonstrated intentions to work in a collaborative way with other grantees.

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

(a) Geographic location of district to insure geographic diversity within the recipients of grant program funds throughout the state;

(b) Districts who have achievement gap between subgroup populations;

(c) Districts who have a high level of students who are economically disadvantaged; and

(d) Give preference to entities that have demonstrated success in improving student outcomes.

Stat. Auth.: 2013 OL Ch. 661, Sec. 1 (Enrolled HB 3233)

Stats. Implemented: 2013 OL Ch. 661, Sec. 1 (Enrolled HB 3233)

Hist.: ODE 17-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14; ODE 32-2013, f. & cert. ef. 12-18-13

581-018-0265

Criteria

(1) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted for the Closing the Achievement Gap for African American Students Grant funds. All proposals must comply with the requirements of section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233) and rules adopted to implement that section.

(2) Grants shall be awarded based on the following criteria:

(a) Whether the grant application identifies how the funds will be used to reach the 40-40-20 goal and improve education outcomes for African American students as identified by the [Oregon Education Investment Board](#) [Chief Education Office](#) Equity Lens document.

(b) Whether the grant applicant demonstrates support, commitment and readiness to design or revise programming specifically for African American students.

(3) 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 grant funding has ended.

3.d

(b) The extent to which the applicant clearly documents its capacity to implement and carry out programming and services for closing the achievement gap for African American student populations, including demonstrated intentions to work in a collaborative way with school districts, other non-profits or post-secondary institutions.

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

(a) Geographic location of the non-profit organization to insure geographic diversity within the recipients of grant program funds throughout the state;

(b) Organizations who have documented evidence of serving a primarily African American student population;

(c) Organizations who have a high level of students who are economically disadvantaged; and

(d) Give preference to entities that have demonstrated success in improving student outcomes.

Stat. Auth.: 2013 OL Ch. 661, Sec. 1 (Enrolled HB 3233)

Stats. Implemented: 2013 OL Ch. 661, Sec. 1 (Enrolled HB 3233)

Hist.: ODE 24-2013(Temp), f. & cert. ef. 10-18-13 thru 4-16-14; ODE 34-2013, f. & cert. ef. 12-18-13

581-018-0325

Reporting

The Department of Education shall develop district reporting requirements for allocation of funds for Educator Effectiveness and CCSS implementation as required by the ~~Oregon Investment Board~~Chief Education Office and the Network for Quality Teaching and Learning.

Stat. Auth.: Sect. 1, ch. 661, OL 2013 (Enrolled HB 3233)

Stats. Implemented: Sect. 1, ch. 661, OL 2013 (Enrolled HB 3233)

Hist.: ODE 22-2013(Temp), f. & cert. ef. 9-27-13 thru 3-26-14; ODE 4-2014, f. & cert. ef. 2-19-14

581-018-0336

Reporting

(1) Districts shall meet timelines, performance measures and other requirements related to the accumulation and evaluation of data collected as required by the ~~Oregon Investment Board~~Chief Education Office and the Oregon Department of Education.

(2) Districts shall submit interim and final grant reports describing progress toward grant requirements and goals as defined by the Department of Education.

Stat. Auth.: ORS 342.950

Stats. Implemented: ORS 342.950

Hist.: ODE 5-2014(Temp), f. & cert. ef. 2-19-14 thru 8-18-14; ODE 28-2014, f. & cert. ef. 6-24-14

581-018-0509

Criteria

(1) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted for the Culturally Responsive Pedagogy and Practices Grant funds. All proposals must comply with the requirements of section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233) and rules adopted to implement that section.

(2) Grants shall be awarded based on the following criteria:

(a) Whether the grant application identifies how the funds will be used to reach the 40-40-20 goal and improve education outcomes for students of color and English learners as identified by the [Oregon Education Investment Board](#) [Chief Education Office](#) Equity Lens document.

(b) Whether the grant applicant demonstrates commitment and readiness to use best practice around culturally responsive pedagogy and practice to close opportunity gaps for culturally and/or linguistically diverse learners.

(3) 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 grant funding has ended.

(b) The extent to which the applicant clearly documents its capacity to design and implement preparation and/or professional development that focuses on culturally responsive pedagogy and practices that:

(A) Increase academic achievement, retention, and graduation rates for students of color;

(B) Increase student engagement and participation;

(C) Increase of the presence of culturally competent teachers and teaching;

(D) Strengthen the bond and communication between home, school, tribe, and the larger community;

(E) Effectively utilize the local community as an extension of the classroom learning environment;

3.d

(F) Use any exemplary multicultural curricula or strategies identified by the Department of Education pursuant to the Oregon Multicultural Act under ORS 336.113, as a guide for curriculum and development; and

(G) Implement professional development that is culturally responsive and extends throughout the entire school year;

(H) Revise course offerings and field experiences for pre-service teachers that explicitly prepares educators to implement culturally responsive teaching and practices.

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

(a) Geographic location of applicants to insure geographic diversity within the recipients of grant program funds throughout the state;

(b) Applicants who demonstrate evidence of prior design/planning of a robust culturally responsive learning environment as a way to close achievement gaps for culturally and/or linguistically diverse learners;

(c) Applicants who have a high level of culturally and/or linguistically diverse learners, and those who experience economic disparities.

Stat. Auth.: ORS 342.950

Stat. Implemented: ORS 342.950

Hist.: ODE 6-2014(Temp), f. & cert. ef. 2-19-14 thru 8-18-14; ODE 24-2014, f. & cert. ef. 6-24-14

581-018-0529

Criteria

(1) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted for the American Indian/Alaskan Native Culturally Relevant Teaching, Learning, and Pedagogy Grant Program funds. All proposals must comply with the requirements of ORS 342.950 and rules adopted to implement that section.

(2) Grants shall be awarded based on the following criteria:

(a) Whether the grant application identifies how the funds will be used to reach the 40-40-20 goal and improve education outcomes for American Indian/Alaskan Native students as identified by the [Oregon Education Investment Board](#) [Chief Education Office](#) Equity Lens document;

(b) Whether the grant application describes a strong and robust plan to close achievement gaps for American Indian/Alaskan Native students;

3.d

(c) Whether the grant application describes expected outcomes and a strong and robust plan to achieve those outcomes; and

(d) Whether the grant applications demonstrates how partners will collaborate on a mutually designed proposal in which all essential parties participate.

(3) The Department shall give priority to proposals that meet the minimum criteria and that demonstrate the use of evidence-based or best practice models of the required elements specific to American Indian/Alaskan Native:

(a) Culturally Responsive Pedagogy:

(A) Communication of high expectations.

(B) Teacher as facilitator within classroom.

(C) Integration of students' prior knowledge and skills through cultural activities, language, ways of life, the arts, and traditional knowledge system.

(D) Positive perspectives on parents and families of culturally and linguistically diverse students.

(E) Cultural sensitivity.

(F) Curricular decisions.

(G) Culturally mediated instruction.

(H) Student-centered, student-controlled classroom discourse.

(b) Culturally Responsive Leadership:

(A) Commitment to reform the educational system to reflect culturally responsiveness through organization of the school and school policies and procedures.

(B) Reshaping the curriculum.

(C) Professional development that is grounded in the principles of culturally responsive teaching.

(c) Culturally Responsive Community Engagement:

(A) Collaboration with one or more of the Tribes in Oregon or Title VII Indian Education Program.

(B) Postsecondary institution.

(C) Education Service Districts.

(D) Local American Indian/Alaskan Native communities and organizations.

(E) Community involvement of stakeholders (families, advocacy organizations, and other private, non-profit, business, faith-based organizations).

(F) Communication with families that is regular, uses diverse media and shares student achievement status and goals.

(d) Culturally Responsive Pre-Service and In-Service for Teachers:

(A) Coursework and field experiences for pre-service teachers that focuses on culturally responsive teaching, learning, and practice that:

(i) Reflects relevant research;

(ii) Uses local data;

(iii) Ensures principles of culturally responsive pedagogy.

(B) Includes collaboration with institutes of higher education (specifically Oregon Native American Indian Education Teacher Programs).

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

(f) The extent to which the proposal clearly documents its capacity to implement and carry out programming and services for American Indian/Alaskan Native culturally responsive pedagogy, practices, and professional development and demonstrates intentions to work in a collaboration with identified partners.

Stat. Auth.: ORS 342.950

Stat. Implemented: ORS 342.950

Hist.: ODE 18-2014(Temp), f. & cert. ef. 3-28-14 thru 9-24-14; ODE 23-2014, f. & cert. ef. 6-24-14

581-018-0575

Definitions

The following definitions apply to OAR 581-018-0575 to 581-018-0590:

(1) “Early Learning workforce” means those individuals employed in the provision of services to children who are zero through six years of age.

(2) “Equity Lens” means the Equity Lens adopted by the [Oregon Education Investment Board](#) [Chief Education Office](#) and described in OAR 581-018-0010.

(3) “Non-profit organization” means:

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

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

(4) “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.

(5) “Underserved student” means a student (English language learner, student of color, an economically disadvantaged student or a student with disabilities) who has not historically considered enrolling in a post-secondary education program.

Stat. Auth. ORS 342.950

Stat. Implemented: ORS 342.950

Hist.: ODE 17-2014(Temp), f. & cert. ef. 3-28-14 thru 9-24-14; ODE 32-2014, f. & cert. ef. 6-24-14

581-018-0584

Criteria

(1) Applicants for grant funds must demonstrate a commitment and readiness to design or revise programming that address the following features:

3.d

(a) Transferability across post-secondary institutions;

(b) Provide direct support for students; and

(c) Program designed for underserved students.

(2) Priority for funding shall be given to applicants that have met the grant requirements along with the following considerations regarding communities to be served by the grant:

(a) Communities that have a high percentage of culturally or linguistically diverse young children;

(b) Communities that have a high percentage of culturally or linguistically diverse candidates in the local early childhood workforce;

(c) Location of the community to support geographic diversity among the recipients of grant program funds across the state.

(3) Consideration shall also be given to whether the grant application identifies how the funds will be used to improve education outcomes ~~identified by the Oregon Education Investment Board, contained in achievement compacts or~~ set forth in ORS 351.009.

Stat. Auth. ORS 342.950

Stat. Implemented: ORS 342.950

Hist.: ODE 17-2014(Temp), f. & cert. ef. 3-28-14 thru 9-24-14; ODE 32-2014, f. & cert. ef. 6-24-14

581-018-0590

Reporting

Recipients of the Early Learning Professional Development grant funds must report on the grant to the Department of Education and ~~Oregon Education Investment Board~~ Chief Education Office. The report must include:

(1) Evidence toward meeting defined outcomes as articulated in the grant; and

(2) Description of outputs and activities related to creation of Early Learning Professional Development program.

(3) Data related to the impact of the project on students, teachers and community partners. These data may include but are not limited to the following:

(a) Number of students enrolled in the program(s).

(b) Interviews or surveys conducted by Department staff or evaluators.

(c) Data on specific measures of teacher knowledge and skills related to project outcomes.

Stat. Auth. ORS 342.950

Stat. Implemented: ORS 342.950

Hist.: ODE 17-2014(Temp), f. & cert. ef. 3-28-14 thru 9-24-14; ODE 32-2014, f. & cert. ef. 6-24-14

581-022-2130

Kindergarten Assessment

(1) The Department of Education shall implement a kindergarten assessment as part of the statewide assessment system implemented pursuant to ORS 329.485. The kindergarten assessment shall allow for the assessment of children to determine their readiness for kindergarten.

(2) The Department shall work jointly with the Early Learning Council to adopt a tool to be used for the kindergarten assessment. The kindergarten assessment shall measure areas of school readiness, which may include physical and social-emotional development, early literacy, language, cognitive (including mathematics), and logic and reasoning. The tool selected will be appropriate for all children including children with high needs and English language learners, and will align with Oregon's early learning and development standards as well as the adopted Common Core State Standards.

(3) Prior to November 1, 2013 the department shall make the kindergarten assessment available to school districts.

(4) Beginning with the 2013–2014 school year, all school districts shall administer the kindergarten assessment to students who are enrolled in kindergarten.

(5) The Department shall include the results of the kindergarten assessment in the statewide longitudinal data system ~~and shall provide the results of the kindergarten assessment to the Oregon Education Investment Board for inclusion in school districts' achievement compacts.~~

Stat. Auth. ORS 326.051 & 329.485

Stat. Implemented: ORS 329.485 & 2013 OL Ch. 37, Sec. 14 (Enrolled HB 4165)

Hist.: ODE 8-2013, f. & cert. ef. 4-5-13