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

(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.

Statutory/Other Authority: 2013 OL Ch. 661 & Sec. 1 (Enrolled HB 3233)
Statutes/Other Implemented: 2013 OL Ch. 661 & Sec. 1 (Enrolled HB 3233)
History:
ODE 34-2016, f. & cert. ef. 5-17-16
ODE 30-2013, f. & cert. ef. 12-18-13
ODE 16-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14
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 Chief Education Office and the Oregon Department of Education.

Statutory/Other Authority: 2013 OL Ch. 661 & Sec. 1 (Enrolled HB 3233)
Statutes/Other Implemented: 2013 OL Ch. 661 & Sec. 1 (Enrolled HB 3233)
History:
ODE 34-2016, f. & cert. ef. 5-17-16
ODE 30-2013, f. & cert. ef. 12-18-13
ODE 16-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14

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 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.

Statutory/Other Authority: ORS 329.838
Statutes/Other Implemented: ORS 329.838
History:
ODE 34-2016, f. & cert. ef. 5-17-16
Reverted to ODE 33-2013, f. & cert. ef. 12-18-13
ODE 18-2015(Temp), f. 9-25-15, cert. ef. 9-28-15 thru 3-15-16
ODE 33-2013, f. & cert. ef. 12-18-13
ODE 18-2013(Temp), f. & cert. ef. 8-15-13 thru 2-11-14

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 using the Oregon 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.

(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.

Statutory/Other Authority: 2013 OL Ch. 661 & Sec. 1 (Enrolled HB 3233)
Statutes/Other Implemented: 2013 OL Ch. 661 & Sec. 1 (Enrolled HB 3233)

History:
ODE 34-2016, f. & cert. ef. 5-17-16
ODE 34-2013, f. & cert. ef. 12-18-13
ODE 24-2013(Temp), f. & cert. ef. 10-18-13 thru 4-16-14

581-018-0325

Reporting
Reporting

(1) Districts 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.

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

Establishment

(1) There is established the Oregon Minority Educator Retention Grant to support school districts who are working to design and implement retention models for educators who are culturally and/or linguistically diverse. Subject to available funds, the grants will be awarded for two years based on a detailed description of proposed programming or services. This can include but is not limited to:

(a) Planning phase.

(b) Implementation phase.

(2) The purpose of the grant program is to provide funds to school districts who can create collaborative processes around:
(a) Developing a culturally responsive interviewing model adaptable to a variety of settings in the P-20 structure using the Oregon Equity Lens to frame the work.

(b) Collaborating with local community based organizations to develop programs and events to create a welcoming environment for culturally and/or linguistically diverse new hires.

(c) Develop strong mentoring programs with particular attention to the needs of teachers who are culturally and/or linguistically diverse.

(d) Implement systems at the district level to check-in with staff who are culturally and/or linguistically diverse on the success of retention efforts and related needs.

(e) Create professional learning communities that support the development of district-wide cultural responsiveness.

Statutory/Other Authority: OL Ch. 661 & Sec. 1 (Enrolled HB 3233)
Statutes/Other Implemented: OL Ch. 661 & Sec. 1 (Enrolled HB 3233)
History:
ODE 27-2014, 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 Chief Education Officer using the Oregon 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;

(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.

Statutory/Other Authority: ORS 342.950
Statutes/Other Implemented: ORS 342.950
History:
ODE 34-2016, f. & cert. ef. 5-17-16
(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 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;

(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.

Statutory/Other Authority: ORS 342.950
Statutes/Other Implemented: ORS 342.950
History:
ODE 34-2016, f. & cert. ef. 5-17-16
ODE 23-2014, f. & cert. ef. 6-24-14
ODE 18-2014(Temp), f. & cert. ef. 3-28-14 thru 9-24-14

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) “Oregon Equity Lens” means the Oregon Equity Lens adopted by the Chief Education Office and defined 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.

Statutory/Other Authority: ORS 342.950
Statutes/Other Implemented: ORS 342.950
History:
ODE 34-2016, f. & cert. ef. 5-17-16
ODE 32-2014, f. & cert. ef. 6-24-14
ODE 17-2014(Temp), f. & cert. ef. 3-28-14 thru 9-24-14

581-018-0590
Reporting

Recipients of the Early Learning Professional Development grant funds must report on the grant to the Department of Education and 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.

**Statutory/Other Authority:** ORS 342.950  
**Statutes/Other Implemented:** ORS 342.950  
**History:**  
ODE 34-2016, f. & cert. ef. 5-17-16  
ODE 32-2014, f. & cert. ef. 6-24-14  
ODE 17-2014(Temp), f. & cert. ef. 3-28-14 thru 9-24-14