



Local Service Plan 2023-25 Year Two

Lane Education Service District
1200 Highway 99 North
Eugene, OR 97402
Phone: (541)461-8200
Fax: (541)461-8298



VISION, MISSION & GOALS

Vision: Building a beloved community of learners.

Mission: Collaborating to empower all learners with justice-centered opportunities, equitable leadership, and a passion for lifelong learning.

Values

Equity – We support a respectful work environment and access to educational service to all students

Commitment – To districts, student and employee success

Leadership – that is informed, responsive, visionary, proactive and planful

Collaboration – actively engaged with our partners to achieve success

Integrity—approach our work with ethical actions, making and keeping commitments, courage and humility



Local Service Plan

2023-25

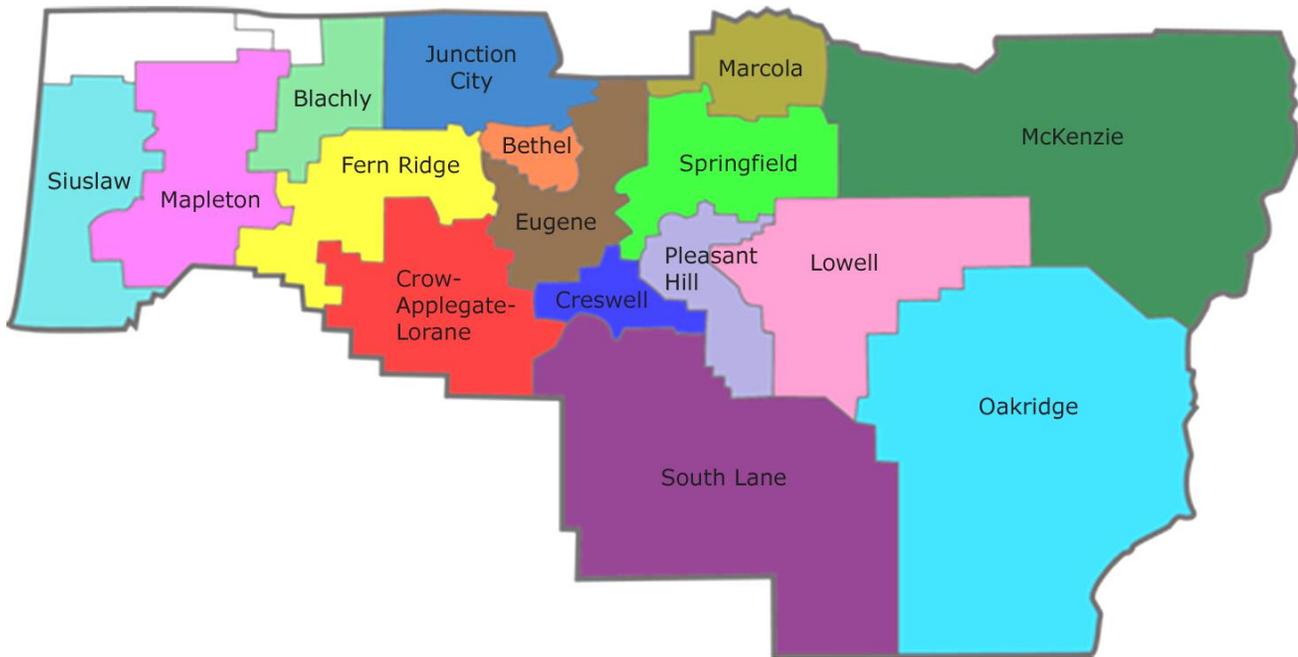
| | |
|---|-----------|
| Component Districts | 6 |
| Core Services and Funding Formula/Allocation Model | 7 |
| Process for Selecting Lane ESD Menu Services & Service Levels | 9 |
| Menu Services – Decision Making | 11 |
| Service Flexibility | 12 |
| Menu of Services | 13 |
| Programs Included in 10% Administrative Revenue | 15 |
| Federal & State Mandates for Oregon ESDs | 16 |
| Services to Children with Special Needs | 17 |
| Services to Children with Special Needs | 18 |
| Services to Children with Special Needs | 19 |
| 2023-25 Grant and Contract Services | 23 |
| Services in School Improvement | 24 |
| Services in School Improvement | 26 |
| 2023-25 Grant and Contract Services | 29 |
| Technology Services | 31 |
| 2023-25 Grant and Contract Services | 32 |
| Administrative Services | 33 |
| 2023-25 Grant and Contract Services | 32 |



This page intentionally left blank.



Component Districts



| | |
|---|---|
| Bethel, #52 Superintendent – Kraig Sproles | Mapleton, #32 Superintendent – Sue Wilson |
| Blachly, #90 Superintendent – Adam Watkins | Marcola, #79J Superintendent – Terry Augustadt |
| Creswell, #40 Superintendent – Mike Johnson | McKenzie, #68 Superintendent – Lane Tompkins |
| Crow-Applegate-Lorane, #66 Superintendent – Heidi Brown | Oakridge, #76 Superintendent – Dave McGrath |
| Eugene, #4J Superintendent – Andy Dey | Pleasant Hill, #1 Superintendent – Jim Crist |
| Fern Ridge, #28J Superintendent – Gary Carpenter | Siuslaw, #97J Superintendent – Andy Grzeskowiak |
| Junction City, #69 Superintendent – Troy Stoops | South Lane, #45J Superintendent – Yvonne Curtis |
| Lowell, #71 Superintendent – Scott Yakovich | Springfield, #19 Superintendent – Todd Hamilton |



Lane Education Service District

Lane Education Service District (ESD) in Eugene, Oregon, serves as a vital hub for educational support and resources in Lane County. Committed to enhancing the quality of education, the ESD collaborates with local school districts to provide a range of services, including professional development for educators, special education programs, and technology integration initiatives. Through its collaborative approach, Lane ESD plays a crucial role in fostering educational excellence and ensuring equitable opportunities for students across the diverse communities within Lane County.

Core Services and Funding Formula/Allocation Model

Lane ESD’s Core Services and Funding Formula/Allocation Model provides the basis for allocating Lane ESD’s resolution funds for Core Services and distribution of funds to districts. ORS 334.177 requires that at least ninety percent (90%) of all ESD revenues from the State School Fund (SSF) and other funds considered local revenues be spent on the provision of services approved in the Local Service Plan. The remaining ten percent (10%) may be spent on administrative services.

2023-25 (Year Two) Local Service Plan

As provided for in ORS 334.177 districts notified the ESD of the intention to withdraw funds by November 1, 2022, as well as the percentage of funds to be withdrawn. Lane County districts have been asked to select a percentage range rather than identifying an exact percentage. No district requested more than 50% of available transit funds.

Because current ADMw numbers are not available during the development or implementation of the 2023-25 (Year Two) Local Service Plan, the most recent ADM figures, as provided by ODE, are used for the Core Services and Funding Formula/Allocation Model.

Withdrawal of Transit Funds

Districts electing to withdraw transit funds in excess of 50% will be assessed a fee on services ordered from the ESD as follows:

- 51%-80% 10% service fee
- 81%-100% 15% service fee

The 2023-25 Local Service Plan provides three categories of service:

Core Services

Core Services are funded prior to the allocation of district Flex Funds and do not require districts to use their Flex Funds. Technology, General Education/Instruction Services, Innovation Project Funds and the Life Skills Cost Pool are currently designated Core Services.

Core Services are designed so that essential services are available to all districts. Core Services will not necessarily meet all of any individual district’s needs. Districts are strongly encouraged to take advantage of Core Services. Core Services provide stability and flexibility in meeting county-wide needs where the level of support may vary from district to district and from year-to-year; the true value of the service is realized over time.

Menu Services



These are services available from a “menu of services” that provides districts with the option to select or order available services. The cost of the services is covered by Flex Funds allocated to districts or district funds.

Custom Services

These are services that are developed for an individual district or group of districts based on a specific need. These services may include the assignment of a specific amount of FTE or the provision of a service (e.g. payroll/business services, professional development, technology technician/engineer). Districts order the amount of service desired to meet their needs. Districts are assessed the full cost of the service and may use Flex Funds or district funds to pay for these services.

Changes for 2023-25 (Year Two) Local Service Plan include the following:

Core Services and Funding Formula/Allocation Model

1. Legal Services
2. Nursing Services
3. Human Resources Services

2023-25 Local Service Plan

The Superintendents’ Council agreed to a two-year Local Service Plan framework, with the intent of aligning with Oregon’s K-12 biennium funding structure. Alignment of the Local Service Plan with the two-year fiscal cycle provides stability and opportunity for long-range planning. Lane ESD programs can focus more strategically on implementation of services that support district long-range goals, while maintaining the ability to assess and make program adjustments to meet emerging needs. The Superintendents’ Council will annually review and make service and program recommendations. As required, Lane ESD and component districts will follow the formal annual approval process for the Local Service Plan.

Withdrawal from Lane ESD

In 2013 amendments to ORS 260.432 and 334.105 expanded the option for component school districts to withdraw from local ESD’s state-wide beginning in 2014-15.

To support partnerships within Lane County, Lane ESD’s goal is to continue to collaborate and partner with any school district that may withdraw from the ESD. Districts that withdraw from services will:

- Be invited to attend job-alike meetings, including: Superintendents’ Council, Special Education Directors, Lane County Technology Advisory Committee, Curriculum Leaders meetings, and any other meetings that are supportive of services and programs county-wide
- Continue as a member of the Life Skills Consortium and other consortium/collaborative program services
- Continue as a member of consortium grants, CTE/Perkins, and Title program collaborations
- Continue to participate in county-wide school improvement efforts
- Be able to purchase ESD menu and custom services

Potential Changes in Funding

The 2023-25 Local Service Plan continues to provide districts with the flexibility to access Core



Services and annually select the amount of services needed to meet individual districts needs and the option to develop unique services where feasible. Should there be reductions to Lane ESD's revenue as a result of legislative action which reduces the funding ratio for ESD's or the overall K-12 budget allocation, there will be a proportionate reduction in Flex Funds available to districts. The ESD will use the March estimate from ODE as the basis for the Flex Fund Allocation.

When overall economic conditions result in the reduction to Lane ESD's formula revenue, Lane ESD will make every attempt to respond with corresponding expenditure reductions or otherwise offset the revenue loss in a manner that minimizes further impact to component districts.

Grant funding is also used to support Lane ESD and component district programs and services. Lane ESD has been successful in securing a number of grants and Innovation grants. The availability of such grants to support future endeavors is uncertain.

Services funded via contracts or grants are not subject to the 90% expenditure requirement.

Process for Selecting Lane ESD Menu Services & Service Levels

Districts select the specific Lane ESD services and service levels from the service menu by mid-March of each year. Requests for services are placed using the Lane ESD Service Order Form. Districts' available funds and the costs for services are listed on the Lane ESD Service Order Form.



Core Service - Decision Making

Specific services and associated funding levels included in Core Services are agreed upon by the Lane County Superintendents' Council.

District Feedback

Lane ESD routinely surveys key district contacts to understand use of current services, assess the quality of services, suggestions for improvement, and interest in new services. The most recent survey of districts was completed in October 2018 and generally affirmed a high level of satisfaction as well as specific areas for follow up or improvement.

Additionally, the ESD periodically will conduct an in depth service review focusing on one particular service area or program. Service reviews are completed by a committee who works with the ESD to identify the scope of the review and makes recommendations to the Superintendents' Council.

Changing Services Included in Core Services

Core Services change or evolve based on recommendation of the ESD in response to analysis of county-wide needs or interests of component districts. In both cases the proposed change is analyzed and approved by the Superintendents' Council.

Timelines

Proposals that require significant change, such as the establishment of new programs, expansion of specialized services, or increase in fiscal resources allocated to Core Services, should be presented as early as possible, and no later than the Superintendents' Council meeting in October. This timeline allows the Superintendents' Council time to determine if the proposal should move forward to formal feasibility assessment by the ESD. The Superintendents' Council may establish a subcommittee to review feasibility information and make final recommendations regarding proposals. Subcommittee recommendations and feasibility assessment will be presented to the full Superintendents' Council.

Exceptions to the timeline are made for proposals that do not require additional fiscal resources or re-staffing, as long as the proposal is supported by the Superintendents' Council.

Approved proposals that involve more complex changes (hiring of specialized staff, implementation of new programs) may be implemented either as a pilot or as a general change to Core Services.

When changes are implemented as a pilot, a subcommittee of superintendents will be asked to assist in the development of criteria to use in assessing the pilot and recommendations on whether changes should be incorporated into the Core Services. If a pilot is successful but is not approved to be included in Core Services it may be offered as a service menu item or custom service.

Innovation/Projects

Proposals for Innovation/Projects may be developed by the Lane County Curriculum Leaders, Lane County Technology Advisory Committee (LCTAC), Special Education Directors, Lane ESD Leadership, or the Superintendents' Council.

Innovation/Project proposals should focus on priorities identified by the Superintendents' Council. It is recommended that proposals outline the specific outcomes for the project, the time frame for implementation, and budget requirements. Lane ESD administrators and component district staff will assist with feasibility aspects of the proposal.



Proposals for accessing Innovation Funds are approved annually by the Superintendents' Council prior to March 30 to provide adequate planning time and effective implementation of the project in the next school year.

For 2023-25, the Superintendents' Council approved the use of Innovation/Projects Funds available from the Local Service Plan to fund Research for Better Teaching (RBT) licensing and trainer of trainer licensing. Funding was also set aside for targeted professional development as determined by the Superintendents' Council which includes specific criteria and application process.

Student Behavior Assistance Fund

In the past few years a critical need has emerged to address the needs of students with intense behaviors. The Student Behavior Assistance Fund is created to provide resources to address this problem through enhancing prevention, connecting students and families to appropriate health providers, and other methods to improve student behavior and reduce the number of intense behavioral incidents that schools are experiencing. We believe the most immediate need is for proper training of school staff so that they are able to de-escalate students and effectively handle situations “in the moment.”

High Cost Pool

The High Cost Pool will be funded at a level decided upon by the Superintendents' Council, based on the final State School Fund amount. Access to the High Cost Pool is based on disproportionate Special Education enrollment for districts excluding Eugene 4J, Springfield, and Bethel.

Connected Lane County

Superintendents contribute funding towards the activities and infrastructure of Connected Lane County. This commitment is renewed annually.

Promise Programs

Promise Programs will be funded at a level decided by the Superintendents' Council, based on the State School Fund amount.

[Menu Services – Decision Making](#)

Adding Services to the Menu

A Menu Service offering may change or evolve based on recommendations of the ESD in response to analysis of county-wide needs or interests of component districts. In both cases, the proposed change is analyzed and approved by the Superintendents' Council.

Timelines

Proposed changes that require establishment of new programs, expansion of specialist services, or an increase in fiscal resources allocated to Core Services should be presented no later than the Superintendents' Council meeting in October so that the Superintendents' Council can determine if the proposal should move forward to formal feasibility assessment by Lane ESD. Timelines for completing the feasibility assessment will be set jointly by the ESD and the Superintendents' Council.

Proposals that come forward later in the planning process and that do not require complex program development and are supported by the Superintendents' Council will be placed on the menu if there is



feasible interest to cover the costs of the service. The following services are menu options: nursing, communication (PIO), legal.

In some cases, proposals may be implemented as a pilot as described below.

Elimination of Service

There may be instances where specific services are discontinued if component districts' orders and associated fiscal support are not adequate to continue the service. The decision to eliminate a service will be made by Lane ESD in consultation with component district superintendents, taking into consideration the implications for the impacted districts and the ESD's fiscal and personnel constraints.

Establishing Pilot/Custom Services

There may be instances where services are added if there is sufficient district interest and associated fiscal resources to cover start up and implementation costs. Districts that have an identified need not currently available on the service menu may request that the ESD develop a custom service to meet the district's unique need. The district and the ESD will identify the nature and scope of the service. This information is used to estimate costs of providing the service. If the district and ESD agree that it is feasible and cost effective to establish the service, it will be implemented either as a pilot or on-going service.

If implemented as a pilot, the ESD and district will establish criteria for assessing the results of the pilot. All Lane County superintendents will be informed regarding new custom services offerings and options for participating, as well as information gleaned from the pilot(s). Previous custom/pilot services included: Network Engineer service, Technology Technician. Twelve custom/pilot services proposals for 2023-25 are being explored to determine feasibility and will be reviewed by the Superintendents' Council.

[Service Flexibility](#)

Offerings on the "Menu of Services" are available to all component districts.

Service Implications

A flexible Menu of Services is key to ensuring the Lane ESD Local Service Plan continues to meet the needs of component districts.

The level of annual flexibility is dependent upon numerous factors and considerations for both the districts and Lane ESD.

For example, some services require a significant investment of resources on the part of the ESD and districts to develop a viable infrastructure and sustainable staffing. As a result, starting, ending or significantly changing these services require more analysis and review.

There are other services, however, that can be more flexible from year to year, making annual adjustments in services and service levels easier to accomplish.



Menu of Services

Current Menu

Below is the Menu of Services for 2023-25 . The Menu of Services includes Core Services provided to all districts without the need to order and services that are offered based on district selection. Core Services are indicated by an asterisk (*).

The Menu of Services below does not include services provided via grants or services ESD's are mandated to provide.

| 2023-25 Menu of Services |
|---|
| <p>Services to Students with Special Needs</p> <p>Life Skills ESD and Consortium Placements Lane School (Special School) Behavior Disorder Placements Behavior/Autism Spectrum Disorder Consortium Placements Behavior Disorders – Teacher or Consultant MLK Jr. Education Center School Psychologist Services Speech & Language Pathologist Augmentative Communication Sign Language Interpretation Services Direction Service Youth Transition Program Services Nursing Services Custom Services</p> |
| <p>School Improvement Services</p> <p>General Education/Instruction Services* Career & Technical Education</p> <p>Tragedy Response Attendance Advocacy/Truancy Librarian Services Courier Services Regional Promise Program/Dual College and High School Credit Courses Home School Custom Services</p> |
| <p>Technology Services</p> <p>Infrastructural Technology Services* Email Services Internal District Services LCTAC- Lane County Technical Advisory Committee Networking Professional Development Learn 360 eRate Support Services Custom Services</p> |
| <p>Administrative Services/Business Services</p> <p>Human Resources Services Legal Services Substitute Teacher List Subscription Communication Support Services Custom Services</p> |





Funding Sources

A brief explanation of the various funding sources and parameters for the services provided within this Local Service Plan is below.

State School Fund (SSF) Revenue

Lane ESD's primary revenue source for services to districts is the State School Fund (SSF). Lane ESD's share of SSF is based on the overall allocation of SSFs to all Lane County Districts. ESDs receive 4.5% of the total SSF allocated for their region.

The percentages and formulas for SSF allocations for districts and Oregon ESDs are set by the Oregon Legislature and are subject to change. Changes in ESD funding allocations have a direct impact on Lane ESD's Core and Flex Fund Model allocations to component districts, and will impact services and service levels.

ORS 334.177 requires that at least ninety percent (90%) of all ESD revenues from the State School Fund (SSF) and other funds considered local revenues be spent on the provision of services approved in the Local Service Plan. The remaining ten percent (10%) may be expended on administrative services.

The 10% administrative services allocation is an essential component to providing services to districts. The cost of facilities, accounting, human resources, technology, and general administrative overhead (insurance, legal fees, etc.) are paid for with these funds. Home School services and grant development services are also included in the 10% administrative services allocation.

Menu of Services Funding

Items on the Menu of Services are available to all districts based on their annual selection. The cost of services ordered from the menu are charged to the district's Flex Fund allocation and/or invoiced to the district if in excess of available Flex Funds.

Other Services

Lane ESD also provides services by way of contracts with component districts or other public or private entities.

Grants

Lane ESD actively seeks grant funding to enhance services to districts and further ESD and component district priorities.



Programs Included in 10% Administrative Revenue

Home Schooling

Oregon ESD's are mandated to provide Home School services. Lane ESD is responsible for accepting notification from parents or guardians who intend to educate their children at home. Lane ESD serves as a primary information resource to parents, students, schools, and districts.

Lane ESD is responsible for:

- monitoring compliance with home school notification and testing requirements;
- monitoring academic progress requirements;
- providing detailed reports to districts including compliance and testing information.

Grant Development

Lane ESD recognizes the importance of outside funding in shaping the future of education in Lane County. Lane ESD employs a grant writer to support acquisition of grant resources to enhance services in alignment with ESD and component district priorities.



Federal & State Mandates for Oregon ESDs

Lane ESD's services align with the services prescribed for every Oregon Education Service District in ORS 334.175(2) as follows:

Services to Children with Special Needs

Programs for children with special needs, including but not limited to:

- Special Education
- At-risk Students
- Professional development for employees who provide those services

School Improvement Services

School Improvement Services for component school districts, including but not limited to:

- Meeting the requirements of state and federal law
- Services designed to allow the ESD to participate in and facilitate a review of state and federal standards related to the provision of a quality education
- Support and facilitate continuous improvement planning
- Support for school-wide behavior and climate issues
- Professional Technical education
- Professional development for employees who provide those services

Technology Services

Technology Support for component school districts and the individual technology plans of those districts, including but not limited to:

- Technology infrastructure services
- Data services and distance learning
- Professional development for employees who provide those services.

Administrative Support Services

Administrative and Support Services for component school districts, including but not limited to:

- Services designed to consolidate component school district business functions.
- Liaison services between ODE and component districts
- Registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035

Other Services

Other Services that ESDs are required to provide by state or federal law, including but not limited to:

- Compulsory Attendance required under ORS 339.005 to 339.090.

Performance Measures

In addition to providing these "core" services, Lane ESD's services must also be equitable, cost effective, of high quality and meet local district needs. Services must also be evaluated using the following performance measures:

- Improving student learning
- Enhancing the quality of education for all students
- Providing quality professional development for district staff
- Providing districts and their students equitable access to resources
- Maximizing operational efficiencies and providing economies of scale



Services to Children with Special Needs
Life Skills Consortium Services

| | |
|-----------------------------------|---|
| <p>Service Description</p> | <p>Lane ESD's and district-operated Life Skills programs form a consortium to serve students with moderate, severe, and profound intellectual disabilities as part of a continuum of services. Classrooms for students in kindergarten through grade 12 are located in a number of elementary, middle and high schools throughout Lane County. Students ages 19-21 are served in "Transition Classrooms".</p> <p>The Life Skills Consortium includes all sixteen districts, with Bethel, Eugene, Junction City and Lane ESD as service providers. The Life Skills Consortium Agreement describes the common unit cost determined annually, resident and serving district responsibilities, the process for resolution of concerns, and Lane ESD's responsibility for the coordination of placements.</p> <p>Kindergarten to Grade 12</p> <ul style="list-style-type: none"> ● Highly individualized instruction in functional academics, daily living skills, and social/communication skills ● Inclusion support ● Secondary students also receive instruction in vocational skills and community accessibility. <p>Intensive Services Class</p> <ul style="list-style-type: none"> ● This classroom serves secondary students whose support needs require environmental modifications that may not be feasible on a general education campus. <p>Transition Classes</p> <ul style="list-style-type: none"> ● Students learn independent living skills to help transition to adulthood. ● Students explore community options such as public transportation, leisure and recreation, and employment opportunities. |
| <p>Goals</p> | <ul style="list-style-type: none"> ● Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules. ● Implement evidence-based practices in the education of students with moderate, severe and profound intellectual disabilities to improve student learning. ● Enable component districts and the students they serve to have equitable access to resources in Special Education. ● Maximize operational and fiscal efficiencies for component districts in the area of Special Education. |
| <p>Budget</p> | <p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p> |



Services to Children with Special Needs

Behavior Disorder Services

| | |
|----------------------------|--|
| <p>Service Description</p> | <p>Lane ESD assists districts in meeting the federal requirement to provide a continuum of services for students with the most challenging behaviors.</p> <p>Lane School Lane School is a structured behavior and academic program designed for students in kindergarten through grade 8 who experience significant behavioral, social, and academic difficulties.</p> <p>Lane School is located at the Lane ESD Westmoreland Campus. Services are designed to help students gain the skills needed to be successful in their home school. Students are referred by their resident district and typically attend Lane School for approximately 18 months before transitioning back to their home school.</p> |
| <p>Goals</p> | <ul style="list-style-type: none"> ● Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules. ● Implement evidence-based practices in the education of students with behavioral/emotional disabilities to improve student learning. ● Assist districts with targeted interventions addressing the needs of students with behavioral/emotional disabilities. ● Enable component districts and the students they serve to have equitable access to resources in Special Education. ● Maximize operational and fiscal efficiencies for component districts in the area of Special Education. |
| <p>Budget</p> | <ul style="list-style-type: none"> ● The annual budget allocation for this service is based on the districts' annual service orders for the service. |



Services to Children with Special Needs

Behavior Disorder –Consultants

| | |
|-----------------------------------|--|
| <p>Service Description</p> | <p>Behavior Disorder Consultants provide in-service training/consultation to districts for behavior/classroom management, and strategies for working with students identified as having emotional/behavioral disabilities.</p> |
| <p>Goals</p> | <ul style="list-style-type: none"> ● Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students. ● Improve student learning in special education and in at-risk youth by providing consultation to district personnel and provide professional development to component district employees in the area of special education services to at-risk youth. ● Enable component school districts and the students they serve to have equitable access to resources in special education. ● Maximize operational and fiscal efficiencies for component school districts in the area of special education and services to at-risk youth. |
| <p>Budget</p> | <p>The annual budget allocation for this service is based on the districts’ annual service orders for the service.</p> |

Martin Luther King, Jr. Education Center

| | |
|-----------------------------------|--|
| <p>Service Description</p> | <p>Martin Luther King, Jr. Education Center is a collaboration between Lane ESD and the Department of Youth Services (DYS) to provide educational services to adjudicated youth in middle and high school. The program is located at the Serbu Juvenile Justice Center. The program is funded by district-paid tuition for students enrolled in Credit Recovery and GED services and is augmented by DYS Juvenile Crime Prevention funds, Juvenile Accountability Block Grant funds and Video Lottery which funds Job Skills/Life Skills services.</p> |
| <p>Goals</p> | <ul style="list-style-type: none"> ● Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students. ● Enable component school districts and the students they serve to have equitable access to resources targeting at risk youth. ● Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth. |
| <p>Budget</p> | <p>The annual budget allocation for this service is based on anticipated student enrollment.</p> |



Services to Children with Special Needs

School Psychology Services

| | |
|----------------------------|---|
| Service Description | School psychologists are utilized in a variety of ways based on the needs of component districts. School Psychology services might include: <ul style="list-style-type: none">• Psycho-educational assessments provided to assist districts in determining student eligibility for special education.• Development and monitoring of student behavior support plans.• Consultation with school staff and parents on behavioral and educational concerns.• Service coordination assistance to district staff, parents and other professionals to ensure student success. |
| Goals | <ul style="list-style-type: none">• Assist component school districts in meeting the requirements of state and federal laws for IDEA.• Enhance the quality of education provided to special education and at-risk students by providing timely and comprehensive psycho-educational evaluations that assist districts in determining eligibility for Special Education Services.• Improve student learning in special education for at-risk youth by providing consultation to district personnel.• Provide professional development to component district employees in the area of special education and at-risk youth.• Enable component school districts and the students they serve to have equitable access to resources in special education.• Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth. |
| Budget | The annual budget allocation for this service is based on the districts' annual service orders for the service. |



Services to Children with Special Needs

Speech Services

| | |
|----------------------------|--|
| Service Description | Speech Services are offered to support districts in assessing and providing Individualized Education Plan (IEP) related services to identified students. |
| Goals | <ul style="list-style-type: none"> Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education. Improve student learning in special education by providing consultation to district personnel and provide professional development to component district employees in the area of special education. Enable component school districts and the students they serve to have equitable access to resources in special education. Maximize operational and fiscal efficiencies for component school districts in the area of special education. |
| Budget | The annual budget allocation for this service is based on the districts' annual service orders for the service. |

Augmentative Communication

| | |
|----------------------------|--|
| Service Description | Augmentative Communication Services are designed to work in partnership with school speech and language therapists and other team members. Augmentative Communication Specialists assist in identifying, evaluating and providing intervention for students with severe communication disorders who would benefit from augmentative communication. Augmentative communication includes all forms of communication, other than oral speech, that are used to express needs, wants and ideas. |
| Goals | <ul style="list-style-type: none"> Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education. Improve student learning in special education by providing consultation to district personnel and provide professional development to component district employees in the area of special education. Enable component school districts and the students they serve to have equitable access to resources in special education. Maximize operational and fiscal efficiencies for component school districts in the area of special education. |
| Budget | The annual budget allocation for this service is based on the districts' annual service orders for the service. |

Sign Language Interpreting Service

| | |
|----------------------------|--|
| Service Description | Sign Language Interpretation services are offered to support districts in providing Individualized Education Plan (IEP) supports to students, and ADA related services to students, staff, and families. |
| Goal | <ul style="list-style-type: none"> Assist component school districts in meeting the requirements of state and federal laws for IDEA and provide equitable communication access for students who are deaf and hard of hearing or who have other identified auditory processing disorders. Assist component school districts in meeting the requirements of state and federal laws under ADA by providing sign language interpretation for employees and families as needed. Enable component school districts and the students they serve to have equitable access to resources in special education. Maximize operational and fiscal efficiencies for component school districts in the area of special education. |
| Budget | The annual budget allocation for this service is based on the districts' annual service orders for this service. |



Services to Children with Special Needs

Direction Service

| | |
|---------------------|---|
| Service Description | Direction Service, a local non-profit agency, provides information and referral services to parents and districts regarding specialized services available in Lane County for students and families of students with disabilities. Direction Service also acts as a mediator between districts and parents of children with disabilities and focuses on collaborative dispute resolution. Lane ESD contracts with Direction Service on behalf of subscribing component districts. |
| Goal | <ul style="list-style-type: none"> Provide districts and parents of students with special needs access to cost effective referral and mediation services. |
| Budget | The annual budget allocation for this service is based on the districts' annual service orders for the service. |

| 2023-25 Grant and Contract Services |
|--|
| <p>Early Intervention/Early Childhood Special Education Lane ESD sub-contracts with the University of Oregon (EC Cares) to provide administration and coordination of services to all eligible preschool children with disabilities and their families in the service area.</p> |
| <p>Lane Regional Program - Inclusive Services Lane Regional Low Incidence Program Inclusive Services provides Special Education services for children who have low-incidence disabilities, including; Visual Impairments, Hearing Impairments, Deaf/Blindness, Severe Orthopedic Impairment, Autism Spectrum Disorder and Traumatic Brain Injury.</p> |
| <p>State Hospital Lane ESD provides educational services to 18-21 year old students who are hospitalized for either short-term or long-term care.</p> |
| <p>Juvenile Detention Education Program Lane ESD provides educational services to youth in the Serbu Juvenile Detention Center.</p> |
| <p>Phoenix Treatment Program Lane ESD provides educational services to youth in the Phoenix Treatment Program at Serbu Juvenile Detention Center.</p> |
| <p>System Performance Review & Improvement (SPR&I) SPR&I sub grant awards assist with annual performance data collection and reporting for special education.</p> |
| <p>Extended Assessment Supports training and professional development around the statewide assessment of students with disabilities.</p> |
| <p>IDEA Enhancement Supporting enhancement of activities for students with disabilities in the areas of Response to Intervention (RTI), Positive Behavior Support (PBS), expanded SPR&I, and determination issues.</p> |
| <p>Youth Transition Program The Youth Transition Program is a collaboration between the Vocational Rehabilitation Division, Oregon Department of Education, University of Oregon, Lane County school districts, and Career Learning. The program serves students on Individual Education Plans (IEPs), providing assistance with academic, vocational, independent living and personal-social skills so students can experience success in the workforce.</p> |



Services in School Improvement

| | |
|-----------------------------------|---|
| <p>Service Description</p> | <p>Instruction General Education/Instruction Services include leadership and professional development to assist districts in implementing research-based instructional practices that address content standards to ensure a quality education for all students.</p> <p>Content specialists provide professional development, consultation, and coaching to teachers in curriculum, instruction, and assessment. Lane ESD has content specialists in the areas of English Language Arts, Math, Science, and Career Technical Education.</p> <p>Services support the implementation of evidence-based practices within all programs to eliminate opportunity and achievement gaps for all underserved or historically underserved students and build upon the assets of each student and family.</p> <p>Professional Development Content specialists coordinate and provide professional development for district staff county-wide at Lane ESD or at the district or classroom level. Professional development is intended to improve high quality instruction, and includes the alignment of content standards and instructional strategies, student data analysis and the use of performance based assessments.</p> <p>Consultation/Coaching Content specialists and staff work with districts to review and adopt curriculum materials, analyze achievement and discipline/attendance data, review evidence-based practices, model and plan implementation strategies.</p> <p>Learning Resources Support is provided for textbook review and curriculum adoption.</p> |
| <p>Goals</p> | <p>The goals of the School Improvement service area align with Lane ESD's Strategic Plan, specifically:</p> <ul style="list-style-type: none"> ● Create and implement innovative initiatives that directly influence student success ● Supporting best instructional practices ● Modeling and promoting equitable practice for all |
| <p>Budget</p> | <p>For 2023-25 School Improvement Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.</p> |

Services in School Improvement

Career & Technical Education

| | |
|-----------------------------------|---|
| <p>Service Description</p> | <p>Career and Technical Education (CTE) staff provides leadership and services to districts for students to enhance 21st century technical skills, career exploration, and successful transition to work or extended schooling.</p> <p>LES D Specialists and staff provides technical assistance to instructors, counselors, and administrators on:</p> <ul style="list-style-type: none"> ● Innovative curriculum; ● Employment preparation; ● Alignment with secondary graduation requirements; ● Services to reduce duplication given limited resources. <p>Partnerships with Colleges & Districts CTE Specialists and staff facilitate partnerships between area colleges and districts to address alternative learning options for students to obtain college and/or high school credit.</p> <p>Career Counseling and Guidance Staff works to enhance community and college partnerships for career exploration, workplace readiness, and technical skill development.</p>  |
| <p>Goals</p> | <ul style="list-style-type: none"> ● Provide professional development to instructors on Career and Technical Education program design, curriculum and assessment. ● Facilitate high school and post-secondary partnerships to support student transitions to college and career opportunities. ● Develop business and community partnerships at local, regional and national levels to enhance learning opportunities for students. ● Connect Career and Technical Education programs with businesses through sponsoring and coordinating regional events that provide students with career-related experiences. |
| <p>Budget</p> | <p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p> |



Tragedy Response

| | |
|---------------------|--|
| Service Description | Lane ESD coordinates annual training for district tragedy response team members on behalf of subscribing districts. |
| Goals | <ul style="list-style-type: none"> ● Provide districts with cost effective training. ● Maximize operational efficiencies for component school districts in maintaining a county-wide Tragedy Reponses Network. |
| Budget | The annual budget allocation for this service is based on the districts' annual service orders for the service. |

Librarian Services

| | |
|---------------------|--|
| Service Description | Lane ESDs Librarian supports districts in meeting Division 22 standards regarding library and media services. |
| Goals | <ul style="list-style-type: none"> ● Provide training to classified staff assigned to school libraries ● Assist with culling library collections and selecting materials ● Assist districts in meeting Division 22 standards. |
| Budget | The annual budget allocation for this service is based on the districts' annual service orders for the service. |

Attendance/Truancy and Advocacy Services

| | |
|---------------------|---|
| Service Description | <p>Lane ESD provides truancy officers and advocates to assist parents and districts in returning truant students to the classroom. Assistance is also provided in referring persistent truancy cases to Lane County Juvenile Court, Services to Children and Families, or citations for failure to maintain a child in school.</p> <p>This is a state mandated service to districts with less than 1,000 students.</p> <p>Lane ESD also coordinates the work of Conference Officers on behalf of local districts.</p> |
| Goals | <ul style="list-style-type: none"> ● Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding mandatory school attendance. ● Improve student learning and enhance quality education by supporting district efforts to maintain student attendance and recapture ADM funding. ● Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs. |
| Budget | Attendance/Truancy Services are fee-based. |



Lane ESD Student Success Act Comprehensive Support Plan¹

| | |
|----------------------------|---|
| <p>Service Description</p> | <p>The 2020 Lane ESD Student Investment Act (SIA) Plan is designed to support districts in meeting students' mental or behavioral health needs, and increasing academic achievement for students, including reducing academic disparities for students navigating poverty, homelessness, and/or foster care, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, and students who are English language learners.</p> <p>Lane ESD will engage districts in quarterly continuous improvement self-monitoring routines, helping to align the outcomes, strategies, and activities of the Student Investment Account, Everyday Matter, Early Indicator and Intervention System, Small/Rural School Supports, Early Literacy Plans, Continuous Improvement Plan, High School Success Plan, and Career Technical Education.</p> <p>Additionally, Lane ESD will host programming that empowers youth, families, and community members representative of the four focal groups to inform county and district initiatives; establish and support networked learning communities to support academic success, social emotional well-being, community engagement, district capacity, and overall school and community climate; and partner with districts to provide educators and administrators high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership.</p> |
|----------------------------|---|

1. See appendix

| |
|---|
| <h2 style="margin: 0;">2023-25 Grant and Contract Services</h2> <p><i>Carl Perkins Consortium Services</i> Lane ESD manages and supports quality Career Technical Education programs and services. Programs of Study articulate with Lane Community College Career Pathways and are based on industry needs. All districts with CTE Programs of Study are included.</p> <p><i>Advanced Manufacturing and Construction</i> This grant provides support for a regional advisory committee and industry connections to strengthen the quality of CTE Programs of Study. This grant also sponsors the Construction Utility Career Day.</p> <p><i>Apprenticeship Trades Academy</i> Through this grant, Lane ESD is able to provide opportunities for students to experience pre-apprenticeships using local Training Centers.</p> <p><i>Lane African American Black Student Success</i> The African American/Black Student Success Program improves academic outcomes for African American/Black students to achieve a vision of an equitable education system in Lane County. The project promotes regular and consistent school attendance, provides students access to culturally responsive teaching and learning supports which contribute to their academic success from early learning to post-secondary, provides rigorous skill enhancement and leadership advocacy programs, and provides students and their families support in navigating educational processes and opportunities.</p> <p><i>Lane Regional Promise</i> The overarching purpose of Lane Regional Promise is to foster a college going and career culture that guarantees well-designed opportunities for students to earn credit in college level courses and meaningful career exploration experiences that will set them on a path to a successful post-secondary future.</p> <p><i>Lane STEM (Hub)</i> Lane County education, business and community partners submitted a STEM Hub grant proposal to the Oregon Department of Education in December 2015. Lane STEM (Hub) received a 16-month planning grant award in February 2016 and in December 2016 received a program grant award. Lane ESD serves as the backbone organization for the Lane County STEM Hub. Lane STEM coordinates, promotes and supports STEM education</p> |
|---|



in Lane County by integrating science, technology, engineering, and math in the classroom and beyond. The STEM Hub provides teachers in Lane County with connections to STEM professionals (engineers, scientists, technicians, and analysts) and offers resources for Lane County educators, industry professionals, families, and community members. The vision of Lane STEM is to 1) ignite student interest in, and fuel preparation for, STEM careers; 2) create a STEM-literate citizenry well-positioned to make sound decisions and participate in community STEM-related discourse; 3) foster a diversity of confident educators and students applying and innovating with STEM concepts.

Migrant Education – Title IC

Lane ESD coordinates a regional Migrant Education Program consortium serving Lane and Douglas counties including 29 school districts. MEP services provide supplemental instruction, community outreach and parent involvement for eligible MEP students including summer school and pre-school.

English Language Learners – Title III

ELL services include technical assistance and training on ESL curriculum alignment and integrating English Language Proficiency standards into the regular curriculum.

Curriculum Directors and Rural School Network

This network is composed of district and building administrators from all 16 component districts. A major component of this network is creating differentiated ways for districts to collaborate with each other and share resources and best practices. This work is based on the Oregon Equity Lens, and other State-led initiatives including but not limited to the Student Success Act.

Western Regional Educator Network (WREN)

The Western REN is an educator-led, improvement-focused network that elevates and embraces teachers' voice by emphasizing the Equity Lens to interrupt historical patterns of inequities and support educators through every stage of their career from recruitment through retirement by creating more inclusive and empowering school cultures. In 2017, Oregon Legislature passed [Senate Bill 182](#) which created the [Educator Advancement Council \(EAC\)](#), an innovative public/nonprofit partnership designed to support public educators. Through this bill, the EAC was charged with the task of creating local educator networks. These ten networks or "Regional Educator Networks" (REN) are designed to create a seamless system through three major vehicles: teacher voice, an equity lens, and a continuous improvement model.

Our Regional Educator Network (Region C), called the Western Regional Educator Network (WREN), encompasses twenty-eight school districts spanning the Lane ESD and Linn-Benton-Lincoln ESD Region.

Grow Your Own Education Pathways Program

The Lane County Equity Consortium (LCEC) is a collaborative partnership between the Lane ESD Component Districts (Bethel SD, Eugene 4J, and Springfield SD) and local Education Preparation Programs (Lane Community College, UO, Pacific University, and Bushnell University). These organizations are working together to transform teacher preparation by designing a single pipeline capable of producing effective, culturally and linguistically diverse teachers. The program addresses four distinct areas including recruitment-selection, clinical practice, hiring-placement, and induction supports centered on building culturally responsive affinity groups. Through this funding, we are expanding the current pathways program by adding new partners, strategies, and activities that had not previously been made possible due to funding constraints that will ensure degree completion for our teacher candidates. These efforts will help pursue our goals of diversifying the K-12 education workforce throughout Lane County.

Technology Services

Infrastructural Technology



| | |
|----------------------------|--|
| <p>Service Description</p> | <p>Lane ESD offers component districts a variety of technology services to support student learning and staff productivity. In small districts technology supports focus on escalated response needs and interaction with contracted service providers; in large districts services are project-based with a specified allocation of service hours, augmenting district technology expertise. Lane ESD technology offerings include:</p> <ul style="list-style-type: none"> ● Managed network connectivity, including CIPA compliant filtering, and intrusion protection; ● Coordination and engineering support to district initiatives, including securing new implementations; ● Hosted services, e.g. email, web, and library services; ● Professional development to district technology support staff; ● Network engineering and support in the design of districts' infrastructures, with an emphasis on securing infrastructure; ● Assistance in the writing, coordination, and implementation of grant activities related to technology infrastructures, including assistance with the filing of eRate; ● Internship hiring and placement for college students into an education technology environment; ● Erate support to districts through the Universal Service Administration Company's (USAC) Schools and Libraries Program, commonly known as the E-rate Program, to help ensure that schools and libraries obtain high-speed internet access and telecommunications at affordable rates. Each year, the E-rate program offers over \$3.9 billion to bring internet services to classrooms and libraries, providing discounts ranging from 20 to 90 percent to eligible schools and libraries on eligible products and services. <p>Lane ESD assists districts in applying for and tracking E-rate funding while making sure each district stays in compliance with program rules. Our goal is to help school districts maximize each dollar and get the most out of the E-rate program and any technological funding stream available to the districts.</p> |
| <p>Goals</p> | <ul style="list-style-type: none"> ● Enhance the current network infrastructure to support scalable instructional needs of the component districts, including systems for the effective utilization of network resources in a secure manner. ● Develop internal component district technology infrastructures to support robust long-range instructional needs, and to ensure staff and student usability, and security. |
| <p>Budget</p> | <p>2023-25 Technology Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.</p> |

Technology Services



2023-25 Grant and Contract Services

LCC Contract

LESD Technology functions as the Internet Service Provision (ISP) and remote campus connectivity for Lane Community College (LCC). LESD and LCC began a recurring contract in 2005-06 that provides needed services to LCC and entrepreneurial funding to serve Lane County districts. Lane County districts have benefited from the LCC relationship and revenue in the following ways:

- Network core upgrade purchases (e.g. costly core routing systems, firewall)
- Common wide area network across 16 districts and all LCC sites simplifying instructional access
- Funding for development and "proof of concept" endeavors in direct support to districts



Administrative Services

Business Services

| | |
|----------------------------|--|
| <p>Service Description</p> | <p>Lane ESD's Business Office can provide services to districts on either a short term or annual basis. Services include:</p> <ul style="list-style-type: none"> • Payroll • Accounts Payable • Budget Preparation • Audit preparation • Financial reporting and management for grants • Monthly financial reports to Boards • Financial reporting to the Oregon Department of Education • Communication Support Services |
| <p>Goals</p> | <ul style="list-style-type: none"> • Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding local budget law and investments, IRS payroll and accounts payable regulations and Generally Accepted Accounting Principles. • Improve student learning and enhancing quality education by providing accurate budget information to allow the districts to maximize the use of available funds for instructional services. • Provide professional development opportunities at the bi-monthly meeting of the Lane County Business Officials. • Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs. |
| <p>Budget</p> | <p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p> |

Courier Services

| | |
|----------------------------|---|
| <p>Service Description</p> | <p>Lane ESD's courier services provides an efficient and secure method of moving materials between the ESD, districts and other public agencies.</p> <ul style="list-style-type: none"> • Weekly delivery services to subscribing districts, supporting both inter- and intra-district mail and instructional materials delivery for component districts • Secure and confidential delivery of Student Records, including Special Education records • Pick-up and delivery of instructional materials provided by Lane ESD to component districts including Media Materials (science kits, models, etc.), and audience response systems • Movement of specialized equipment for special education classrooms • Customized services to Eugene and Springfield Schools Districts to interface with district courier. |
| <p>Goals</p> | <ul style="list-style-type: none"> • Provide cost-effective, timely, accurate and courteous courier services to all component school districts. |
| <p>Budget</p> | <p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p> |



Administrative Services

Human Resources

| | |
|----------------------------|---|
| <p>Service Description</p> | <p>HR Essential Services - ESD Human Resources can provide contracted daily, seasonal, and emergency essential human resources services at a generalist, specialist, or higher-level coverage to school districts. Services can include HR administrative functions necessary to continue the daily operations or critical operations in an emergency so that work on tasks and service delivery can continue uninterrupted. Service areas also include special research projects and HR audits.</p> <ul style="list-style-type: none"> ● HR Help Desk Services – Use the ESD Human Resources Team to manage and help to resolve employee issues efficiently and requests concerning benefits, payroll, licensure, recruitment, onboarding, medical leaves (Family Medical Leave (FMLA), Oregon Family Leave (OFLA), Paid Leave Oregon), ADA reasonable accommodation request, Light Duty Programs, Employee Corrective Action/Progressive Discipline, New Manager Training, plus help with occupational health and safety laws and regulations compliance. ● ESD Key Role Search – Upon request, the ESD Human Resources may assist the component school district in selecting a new key role search, including prior to posting understanding a school district’s culture, establishing candidates’ specific requirements, desired qualities, and qualifications, discussing strategies for filling the vacancy followed by supporting the periods of recruitment, reference checks, interviews, and candidate selection. The ESD Human Resources may also serve as a liaison between a recruitment entity and the Superintendent or Board to help orchestrate the placement service. ● ESD Legal Services – Draw on the expertise of an interconnected team of lawyers offering you critical and timely support for your school district’s complex and sensitive issues. The comprehensive legal services include: <ul style="list-style-type: none"> ○ Bond Measures ○ Business, Corporate, & Related Litigation ○ Civil Rights, including Title VII & Title IX Investigations ○ Complex Civil Litigation ○ Condemnation (Eminent Domain) ○ Construction Law ○ Employment & Labor Law ○ Estate Trusts & Donations ○ Human Resource Investigations ○ Land Use ○ Mediation & Arbitration ○ Negotiations ○ Personal Injury ○ Professional Licensing Actions (Administrative Law) ○ Professional Negligence ○ Public Contract ○ Real Estate Disputes, Transactions & Land Use Law ○ School & Public Entity Law ○ Special Education ○ Student Investigations ○ Trust Administration ○ Workplace Torts Defense <p>An additional benefit to ESD Legal Services enrolled districts will have access to Legal Sessions and Presentations such as Ask Me Anything Session - 101 School Law, Special Education Edition Series, and Legislative School Law Updates.</p> |
| <p>Goals</p> | <p>The purpose of the HR coverage is to help maintain the school district's essential mission and operations.</p> |
| <p>Budget</p> | <p>The annual budget allocation for this service is based on the districts’ annual service orders for the service.</p> |



Administrative Services

Substitute Teacher List Subscription

| | |
|---------------------|--|
| Service Description | Lane ESD's Substitute Teacher Registration subscription provides an efficient method of ensuring that substitute teachers have completed required background checks and annual training requirements. |
| Goals | <ul style="list-style-type: none"> • Provision of annual application process to register new teacher substitutes • Provision and monitoring of annual training requirements • Completion of annual "intent to return" and usual and customary break periods notice • Verification of valid teacher licensure |
| Budget | The annual budget allocation for this service is based on the districts' annual service orders for the service. |

| | |
|--|--|
| 2023-25 Grant and Contract Services | |
| <i>Inter-Library Courier</i> | Lane ESD provides pick-up and delivery of interlibrary loan materials to the Lane County Libraries consortium. |
| <i>Substitute Teacher List Subscription</i> | Lane ESD Substitute Teacher List subscription services to private and alternative schools. |

Narrative Section of Draft Comprehensive Support Plan

1) List any new districts, eligible charter schools, and YCEP/JDEP programs you support in your region. You only need to answer this if there have been changes, otherwise we have your list from last year.

n/a

2) Please describe how your ESD is strategizing and approaching integration of the six programs at ESD level. How is the ESD designing staff positions and teams, setting goals, and envisioning work to support the implementation of the six programs in your region?

Our district's Integrated Guidance plans and the associated progress markers have informed our ESD's School Improvement Team planning in a multitude of ways. We have developed professional development series with associated goals focused on MTSS, data teams, TSEL and UDL, targeted STEM and CTE programming to respond to the career-connected learning outcomes, organized with our special education department to create more opportunities for integration and amplified youth voice, particularly through our LaneAABBS and Native Youth Wellness programs. We have hired two staff members in direct response to the Integrated Guidance plans: a career connected learning K-12 coordinator and a data/reporting specialist for small/rural districts.

3) The passage of SB 215 added language that charters and YCEP/DJEP programs are to be included in the supports ESDs provide for SIA (IG). Describe how your ESD supports equity work across all eligible applicants in your region.

All of our programming (equity focused professional development, access to specialist consultation, etc.) is open to, with targeted invitations sent to, charters and YCEP/JDEP staff.

4) Describe how your ESD is addressing the root causes of chronic absenteeism and increasing student and family engagement? How is it integrated with the aligned programs across all eligible applicants?

Our ESD takes a three-pronged approach to this issue: 1) Supporting districts to create on-going, authentic, two-way student/family engagement opportunities, 2) supporting districts to focus on the holistic, well-being of students and families, 3) Supporting districts in their work to improve the quality and relevancy of the instructional/curricular experience of their students. These approaches align with the outcomes and strategies of our districts, reflect the outcomes and strategies in our comprehensive plan and are reflected in both our staffing and programmatic decisions.

5a) Describe how you're planning to be responsive to small and rural districts (required for under 1650 ADMw and up to 2000 ADMw) in alleviating administrative burden with state funding that replaces previous federal GEER funds.

We have really increased our attention to this issue in this new comprehensive plan. We have shifted FTE to dedicate a staff member to this project and have begun to meet with rural districts monthly as we work to build more efficient systems for data and reporting, we regularly consider how new programmatic decisions may increase administrative burden to our small/rural districts and we consistently respond to expressed requests for administrative burden reduction.

5b) Given the funding is now sustained, we're particularly interested to learn more about dedicated staff you have either hired and/or plan to hire to specifically provide small and rural school support.

We have a 1.0 FTE dedicated to small/rural district data and reporting and 0.5 FTE dedicated to an administrator who oversees this work and seeks to build ESD capacity to reduce burden of small/rural districts. SY23-24 the data coordinator's role is solely reporting with a research report due to the administrator in June 2023. This report will summarize the burden of the required reporting capturing redundancies or areas where it would be more efficient to move data/reporting duties to the ESD. SY24-25, the data coordinator's role will be to work with IT staff at the ESD to build a centralized data system that decreases the administrative burden on rural districts.

6) Describe how you're planning to support continuous improvement efforts in your region with ESSA Partnership federal funds, knowing that these funds should support regional convenings, professional learning, and/or PLCs (designed to support CSI/TSI schools primarily).

With school-based plans not due until Sept 2024 we are, as of yet, unsure what the content of these sessions will be. However, we have robust relationships with all the schools identified and we look forward to hosting convening with building principals to determine how best to target these funds.

7) Describe your partnership with the CTE Regional Coordinator(s) to ensure the development of robust career connected learning, CTE Programs of Study and work-based learning opportunities for students in your region?

Lane CTE is a critical part of our ESD School Improvement team. We work to integrate programs, weave funds and do whatever we can to support our districts in expanding access and relevancy of their CTE programs. This year we hired a new staff member to seal this integration. Their FTE is dual funded with SIA, CTE & STEM, and their work sits at that integration supporting our districts meet their career-connected learning outcomes. They will also be a partner in our county-wide role out of Grouptrail to track WBL and potentially expand this to track K-12 CCL experiences.

8) **Please describe specific supports with the intent to improve outcomes for MLs for small districts with less than 20 MLs. (Only answer this if you receive HB 3499 funding)

Draft Strategies & Outcomes

| | | Relevant Strategy | | | | |
|-------------------|---|-------------------|----|----|----|----|
| | | S1 | S2 | S3 | S4 | S5 |
| Outcome 1 | Lane County districts engage in at least quarterly self-monitoring routines (SIA, CIP, HSS, CTE, EDM, EIS alignment) through the use of diverse, disaggregated data to inform plan implementation, support authentic two-way community engagement with youth, families, and community members representative of our focal groups, and drive equitable decision-making and resource allocation in an ongoing continuous improvement process. | X | | X | | X |
| Outcome 2 | Lane County districts engage in communities of practice aligned to Integrated Plan priorities (closing disparities in academic achievement, supporting mental/behavioral health, etc.) and shared district strategies; this can be linked with positive changes in academic success, social emotional well being, community engagement, district capacity, and overall school and community climate. | X | X | X | X | |
| Outcome 3 | Lane County districts are able to support the well-being of students and families through strong partnerships with community-based organizations. These reciprocal relationships strengthen school-based student and family connections and the community as a whole is positively impacted by the partnership. | X | X | X | X | X |
| Strategy 1 | Coordination of a network of youth leadership/advocacy/affinity groups representative of focal group populations to amplify youth voice to inform district continuous improvement and planning and to strengthen connection to families and local cultural organizations . | | | | | |
| Strategy 2 | All communities of practice and program initiatives center belonging, agency, identity, culturally responsive pedagogy and social emotional learning. | | | | | |
| Strategy 3 | Provide direct service, consultation, and/or contracting for districts' development of multi-tiered systems of support for academic, social, and emotional needs . | | | | | |
| Strategy 4 | Promote increased access to well-rounded and culturally responsive programs (career-connected learning experiences, College Now, after school programs, STEM, etc.) | | | | | |
| Strategy 5 | Reduce administrative burden for small and rural school districts. | | | | | |

Draft Activities & Budget

| | | Full Allocation Amount (2023-25*) | SSA TA | EDM | HSS | Small/Rural | ESSA (Federal) | |
|--|------------|---|----------------|----------------|--------------|--------------|----------------|-------------|
| | Select ESD | Lane ESD | \$3,250,174.69 | \$215,491.20 | \$48,245.61 | \$387,000.00 | \$10,500.00 | |
| | | Total Allocation | \$3,911,411.50 | \$3,250,174.69 | \$215,491.20 | \$48,245.61 | \$387,000.00 | \$10,500.00 |
| | | Budgeted for 23-24 (Not including GEER Small/Rural) | \$1,549,911.50 | \$1,217,424.69 | \$110,491.20 | \$23,245.61 | \$193,500.00 | \$5,250.00 |
| | | Unbudgeted Funds | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | | Total Expenditures 24-25 | \$2,361,500.00 | \$2,032,750.00 | \$105,000.00 | \$25,000.00 | \$193,500.00 | \$5,250.00 |

Select Funding Source

| Acti vity # | FTE | Object Code | Description of Proposed Activity | Budgeted Amount | SSA TA | EDM | HSS | Small/Rural | ESSA (Federal) | Budget Justification Narrative |
|-------------------|-------|----------------|---|--------------------|--------------|-------------|-----|-------------|----------------|---|
| 1 | 1 | 113 | 1.0FTE Student Success Act Director | \$270,000.00 | \$270,000.00 | | | | | S1, S2, S3, S4, S5 Responsible for carrying out comprehensive plan. |
| 2 | 1 | 113 | 1.0FTE Integrated Guidance Administrator (.75 SIA + .25 Small) | \$184,000.00 | \$138,000.00 | | | \$46,000.00 | | S1, S2, S3, S4, S5 Shares responsibility for carrying out comprehensive plan. |
| 3 | 0.5 | 112 | .5 Office Manager | \$53,000.00 | \$53,000.00 | | | | | S1, S2, S3, S4, S5 Responsible for documenting/supporting plan implementation. |
| 4 | 0.1 | 113 | 0.1 FTE School Improvement Director | \$20,000.00 | \$20,000.00 | | | | | S1, S2, S3, S4, S5 Shares responsibility for carrying out comprehensive plan with respect to ELD & expanded learning supports |
| 5 | 1 | 111 | 1.0FTE Social-Emotional Learning Specialists | \$146,500.00 | \$146,500.00 | | | | | S2, S3 Provides technical assistance in alignment with many district integrated guidance strategy of improved social emotional learning education and student/staff mental health. |
| 6 | 1 | 111 | 1.0 FTE Data Coordinator Small/Rural Districts | \$84,500.00 | | | | \$84,500.00 | | S1, S3, S5 Provides technical assistance in the goal of Small/Rural fund |
| 7 | 0.425 | 111 | .425FTE Title 3 Lead/ELD Specialist | \$25,000.00 | \$25,000.00 | | | | | S2, S3 Provides technical assistance in alignment with focal group from district IG plans that was identified in need of support. |
| 8 | 0.5 | 111 | .25FTE Math Education Specialist | \$50,000.00 | \$50,000.00 | | | | | S2, S4 Provides technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education. |
| 9 | 0.75 | 111 | .75 ELA/SS Education Specialist | \$135,000.00 | \$135,000.00 | | | | | S2, S4 Provides technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education. |
| 10 | 1 | 111 | 1.0FTE Youth Equity Council/Youth Voice Coordinator | \$140,000.00 | \$140,000.00 | | | | | S1, S2, S5 Provides technical assistance in alignment with the required community engagement of IG. Youth Voice Specialist |
| 11 | 1 | 112 | 1.0FTE Bilingual Desktop Support Technician | \$85,000.00 | \$85,000.00 | | | | | S1, S2, S3, S4, S5 Provides technical assistance to school improvement staff to implement the comprehensive plan. |
| 12 | 0.25 | 111 | Tiered support: Supplement Attendance Advocate up to .25FTE | \$25,000.00 | | \$25,000.00 | | | | S1 Provides services to districts in achieve goals of EDM. |
| 13 | 0.5 | 111 | 0.5 FTE Career Connected Learning Proj Coordinator | \$45,500.00 | \$45,500.00 | | | | | S2, S4 Provides technical assistance in alignment with many district integrated guidance strategy of expanding CCL to K-12. |
| 14 | 1 | 111 | 1.0 FTE 21st Century CCLC Project Coordinator (.5 SIA + .5 Small) | \$91,000.00 | \$45,500.00 | | | \$45,500.00 | | S4, S5 Provides technical assistance for small/rural school districts to expand learning opportunities on Fridays and after school. |
| 15 | 0.5 | 111 | 0.5 FTE Science Specialists | \$73,250.00 | \$73,250.00 | | | | | S2, S4 Provides technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education. |

Draft Activities & Budget

| | | | | Full Allocation Amount (2023-25*) | | | | | |
|----|------------|----------|--|-----------------------------------|----------------|--------------|-------------|----------------|--|
| | Select ESD | Lane ESD | | SSA TA | EDM | HSS | Small/Rural | ESSA (Federal) | |
| | | | Total Allocation | \$3,911,411.50 | \$3,250,174.69 | \$215,491.20 | \$48,245.61 | \$387,000.00 | \$10,500.00 |
| | | | Budgetted for 23-24 (Not including GEER Small/Rural) | \$1,549,911.50 | \$1,217,424.69 | \$110,491.20 | \$23,245.61 | \$193,500.00 | \$5,250.00 |
| | | | Unbudgeted Funds | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | | | Total Expenditures 24-25 | \$2,361,500.00 | \$2,032,750.00 | \$105,000.00 | \$25,000.00 | \$193,500.00 | \$5,250.00 |
| 16 | 1 | 113 | 1.0 FTE Program Assistant (SE) | \$69,000.00 | \$69,000.00 | | | | S1, S2, S3, S4, S5 Responsible for documenting/supporting plan implementation. |
| 17 | 1 | 111 | 1.0FTE Native Youth Wellness Program Coordinator | \$140,000.00 | \$140,000.00 | | | | S2, S3, S4 Provides technical assistance in alignment with focal group from district IG plans that was identified in need of support. |
| 18 | | 31x | Technical assistance for small/rural districts to participate in a facilitated portrait of a graduate community engagement process. | \$60,000.00 | \$60,000.00 | | | | S1, S2, S4, S5 Contract to facilitate the portrait of a graduate process as identified in district IG plans. CONTRACTED services with Cosgrave reporting to SSA Director |
| 19 | | 31x | Technical assistance for targeted supports for youth experiencing homelessness. | \$15,000.00 | \$15,000.00 | | | | S1, S5 Contract to facilitate supports for unhoused youth as an identified focal group in district IG plans. CONTRACTED services with 15th Night reporting to SSA Director |
| 20 | | 31x | Technical assistance with EAs/IAs community of practice | \$150,000.00 | \$150,000.00 | | | | S2, S3 Contract to facilitate PD for EA's and IA's in support for district MTSS. CONTRACTED services with ORSN reporting to SSA Director |
| 21 | | 31x | Technical assistance with Mental Health & Safety Team Supports | \$35,000.00 | \$25,000.00 | \$35,000.00 | | | S1, S5 Contract to facilitate targeted mental health supports as identified in district IG plans. CONTRACTED services with CBO's reporting to SSA Director |
| 22 | | 31x | Technical assistance with the implementation of district early literacy plans. | \$20,000.00 | \$20,000.00 | | | | S2, S3 Technical assistance to support the newly integrated program of early literacy. ASSIGN: Literacy Specialist |
| 23 | | 31x | Technical assistance with instructional practices for supporting multilingual learners. | \$20,000.00 | \$20,000.00 | | | | S2, S3 Technical assistance in alignment with focal group from district IG plans that was identified in need of support. ASSIGN: ELD Specialist |
| 24 | | 31x | Technical assistance on data collection and analysis to improve systems of intervention. | \$17,500.00 | | | | \$17,500.00 | S1, S3, S5 Technical assistance in the goal of Small/Rural fund ASSIGN: Data/Reporting Coordinator |
| 25 | | 31x | Technical assistance with networked learning opportunities for K-12 career connected learning. | \$25,000.00 | | | \$25,000.00 | | S2, S4 Technical assistance in alignment with many district integrated guidance strategy of expanding CCL to K-12. ASSIGN: K-12 CCL Coordinator |
| 26 | | 31x | Teacher Regional Pathway expansion to Small and Rural districts | \$30,000.00 | \$30,000.00 | | | | S1, S2, S5 Technical assistance in alignment with many district integrated guidance strategy of expanding the diversity of their workforce. ASSIGN: Teacher Pathways Program |
| 27 | | 31x | Technical assistance with community engagement with an emphasis on focal student and family engagement | \$45,000.00 | | \$45,000.00 | | | S1, S2, S5 Technical assistance in alignment with the required community engagement of IG. ASSIGN: Youth Voice Specialist |
| 28 | | 31x | Technical assistance with well rounded education in the humanities with attention to ethnic studies, tribal history / shared history and BH365 | \$75,000.00 | \$75,000.00 | | | | S2, S4 Technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education. ASSIGN: ELA Specialist |

Draft Activities & Budget

| | | | Full Allocation Amount (2023-25*) | SSA TA | EDM | HSS | Small/Rural | ESSA (Federal) | |
|------------|----------|--|---|----------------|----------------|--------------|--------------|----------------|--|
| Select ESD | Lane ESD | | | \$3,250,174.69 | \$215,491.20 | \$48,245.61 | \$387,000.00 | \$10,500.00 | |
| | | | Total Allocation | \$3,911,411.50 | \$3,250,174.69 | \$215,491.20 | \$48,245.61 | \$387,000.00 | \$10,500.00 |
| | | | Budgetted for 23-24 (Not including GEER Small/Rural) | \$1,549,911.50 | \$1,217,424.69 | \$110,491.20 | \$23,245.61 | \$193,500.00 | \$5,250.00 |
| | | | Unbudgeted Funds | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | | | Total Expenditures 24-25 | \$2,361,500.00 | \$2,032,750.00 | \$105,000.00 | \$25,000.00 | \$193,500.00 | \$5,250.00 |
| 29 | 31x | Technical assistance with well rounded education in the STEM and project-based learning fields | \$25,000.00 | \$25,000.00 | | | | | S2, S4 Technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education. ASSIGN: STEM Team |
| 30 | 31x | Technical assistance with development of curriculum and framework of mental health teaching materials | \$30,000.00 | \$30,000.00 | | | | | S2, S3 Technical assistance in alignment with many district integrated guidance strategy of improved social emotional learning education and student/staff mental health. ASSIGN: SEL Specialist |
| 31 | 31x | Technical assistance with Native American Social Emotional Wellness supports | \$30,000.00 | \$30,000.00 | | | | | S2, S3, S4 Technical assistance in alignment with focal group from district IG plans that was identified in need of support. ASSIGN: NYW Coordinator |
| 32 | 31x | Technical assistance with networked learning opportunities for District Leaders with attention to continuous improvement and reduction of administrative burden | \$60,000.00 | \$60,000.00 | | | | | S1, S2, S3, S5 Technical assistance in alignment with the required attention to continuous improvement. ASSIGN: IG Admin |
| 33 | 31x | Technical assistance with implementation of district Integrated Guidance goals around MTSS, data teams and interventions with attention to students receiving special education services | \$32,000.00 | \$32,000.00 | | | | | S1, S2, S3 Technical assistance in alignment with many district integrated guidance strategy of improved MTSS, data team and intervention systems. ASSIGN: IG Admin |
| 35 | 31x | Support regional convenings, professional learning, and/or PLCs (designed to support CSI/TSI schools primarily). | \$5,250.00 | | | | | \$5,250.00 | S2, S3, S5 Technical assistance in alignment with required CSI/TSI support. ASSIGN: IG Admin |
| 34 | 31x | Staff development to build capacity to support districts with this technical assistance | \$25,000.00 | \$25,000.00 | | | | | S2 Professional Development for ESD staff to build in-house capacity to achieve comprehensive plan outcomes. ASSIGN: SSA Director |

| Funding Source | | | Object Code | Description |
|--------------------|--------------------------|---|--------------|--|
| ESD TA | SSA Technical Assistance | This is the largest bucket of state funding from our office aimed at providing technical assistance to support the Student Investment Account work embedded within the Integrated Guidance and alignment of programs. | 111 | Licensed Salaries |
| Small/Rural | Small & Rural Support | This is the new state funding that sustains support to small and rural districts to relieve administrative burden. This replaces what has been known as the GEER funding to date. | 112 | Classified Salaries |
| EDM | Every Day Matters | This is state funding aimed at working to address the root causes of chronic absenteeism. | 113 | Administrative Salaries |
| HSS | High School Success | This is state funding to support the implementation of strategies for High School Success, focused on 8-12th grade. | 13x | Additional Salaries |
| ESSA | ESSA Partnerships | This is federal funding that is aimed at supporting convenings and/or professional learning communities within you region in addition to other continuous improvement efforts. | 2xx | Benefits |
| GEER | Small & Rural Support | This is the new state funding that sustains support to small and rural districts to relieve administrative burden. This replaces what has been known as the GEER funding to date. | 31x | Instructional, Professional and Technical Services |
| | | | 33x | Transportation |
| | | | 34x | Travel |
| | | | 35x | Communications |
| | | | 4xx | Supplies and Materials |
| | | | 8xx | Miscellaneous |
| | | | ADMIN | Administrative Indirect Costs |
| | | | OTHER | Other codes not listed |

Oregon Department of Education
Additional ESD Funding

| | | EGMS- State Funding | | | | | | EGMS - Federal Funding | | | |
|-------------------------|--------------|------------------------|-----------------------|---------------------|-----------------------|---------------------|---------------------|------------------------|---------------------|-----------------------|------------------------|
| ESD Region | Grant Number | SSA TA \$ | EDM \$ | HSS \$ | Small/Rural \$ | HB 3499 \$ | Dashboard \$ | Total State Funding | ESSA \$ | Total Federal Funding | Total |
| INDEX CODE | | 35029 | 35023 | | | | | | | | |
| Clackamas ESD | 15218 | \$4,068,873.79 | \$269,772.11 | \$38,011.70 | \$38,700.00 | \$175,000.00 | \$0.00 | \$4,590,357.60 | \$10,500.00 | \$10,500.00 | \$4,600,857.60 |
| Columbia Gorge ESD | 15219 | \$568,047.35 | \$50,000.00 | \$7,309.94 | \$77,400.00 | \$0.00 | \$0.00 | \$702,757.29 | \$10,500.00 | \$10,500.00 | \$713,257.29 |
| Douglas ESD | 15220 | \$1,054,364.85 | \$69,905.89 | \$26,315.79 | \$425,700.00 | \$0.00 | \$0.00 | \$1,576,286.53 | \$10,500.00 | \$10,500.00 | \$1,586,786.53 |
| Grant ESD | 15221 | \$428,086.94 | \$50,000.00 | \$8,771.93 | \$193,500.00 | \$0.00 | \$0.00 | \$680,358.87 | \$10,500.00 | \$10,500.00 | \$690,858.87 |
| Harney ESD Region XVII | 15222 | \$428,086.94 | \$50,000.00 | \$8,771.93 | \$387,000.00 | \$0.00 | \$0.00 | \$873,858.87 | \$10,500.00 | \$10,500.00 | \$884,358.87 |
| High Desert ESD | 15223 | \$2,040,940.17 | \$135,317.23 | \$19,005.85 | \$38,700.00 | \$0.00 | \$0.00 | \$2,233,963.25 | \$10,500.00 | \$10,500.00 | \$2,244,463.25 |
| InterMountain ESD | 15224 | \$1,920,465.24 | \$127,329.57 | \$43,859.65 | \$541,800.00 | \$160,000.00 | \$0.00 | \$2,793,454.46 | \$10,500.00 | \$10,500.00 | \$2,803,954.46 |
| Jefferson ESD | 15225 | \$428,086.94 | \$50,000.00 | \$4,385.96 | \$116,100.00 | \$0.00 | \$0.00 | \$598,572.90 | \$10,500.00 | \$10,500.00 | \$609,072.90 |
| Lake ESD | 15226 | \$428,086.94 | \$50,000.00 | \$4,385.96 | \$193,500.00 | \$0.00 | \$0.00 | \$675,972.90 | \$10,500.00 | \$10,500.00 | \$686,472.90 |
| Lane ESD | 15227 | \$3,250,174.69 | \$215,491.20 | \$48,245.61 | \$387,000.00 | \$0.00 | \$0.00 | \$3,900,911.50 | \$10,500.00 | \$10,500.00 | \$3,911,411.50 |
| Linn Benton Lincoln ESD | 15228 | \$2,634,622.17 | \$174,679.19 | \$38,011.70 | \$199,500.00 | \$0.00 | \$0.00 | \$3,046,813.05 | \$10,500.00 | \$10,500.00 | \$3,057,313.05 |
| Malheur ESD Region 14 | 15229 | \$457,279.25 | \$50,000.00 | \$11,695.91 | \$348,300.00 | \$175,000.00 | \$0.00 | \$1,042,275.15 | \$10,500.00 | \$10,500.00 | \$1,052,775.15 |
| Multnomah ESD | 15230 | \$6,393,420.22 | \$423,892.85 | \$39,473.68 | \$77,400.00 | \$0.00 | \$0.00 | \$6,934,186.75 | \$10,500.00 | \$10,500.00 | \$6,944,686.75 |
| North Central ESD | 15231 | \$428,086.94 | \$50,000.00 | \$11,695.91 | \$193,500.00 | \$0.00 | \$0.00 | \$683,282.85 | \$10,500.00 | \$10,500.00 | \$693,782.85 |
| Northwest Regional ESD | 15232 | \$7,234,359.65 | \$479,648.32 | \$57,017.54 | \$387,000.00 | \$0.00 | \$220,000.00 | \$8,378,025.51 | \$10,500.00 | \$10,500.00 | \$8,388,525.51 |
| Region 18 ESD | 15233 | \$428,086.94 | \$50,000.00 | \$5,847.95 | \$154,800.00 | \$0.00 | \$0.00 | \$638,734.89 | \$10,500.00 | \$10,500.00 | \$649,234.89 |
| South Coast ESD | 15234 | \$844,166.79 | \$55,969.46 | \$19,005.85 | \$309,600.00 | \$0.00 | \$0.00 | \$1,228,742.09 | \$10,500.00 | \$10,500.00 | \$1,239,242.09 |
| Southern Oregon ESD | 15235 | \$3,652,290.65 | \$242,152.06 | \$49,707.60 | \$154,800.00 | \$0.00 | \$0.00 | \$4,098,950.31 | \$10,500.00 | \$10,500.00 | \$4,109,450.31 |
| Willamette ESD | 15236 | \$6,121,167.56 | \$405,842.11 | \$58,479.53 | \$425,700.00 | \$235,375.00 | \$0.00 | \$7,246,564.20 | \$10,500.00 | \$10,500.00 | \$7,257,064.20 |
| Total | | \$42,808,694.00 | \$3,000,000.00 | \$500,000.00 | \$4,650,000.00 | \$745,375.00 | \$220,000.00 | \$51,924,069.00 | \$199,500.00 | \$199,500.00 | \$52,123,569.00 |