

Administration Reports

March 2013

FOCUS – Community Engagement, Communication & Family Involvement Action Plan

AC. Houghton Elementary

Below is a list of all the activities/events ACH uses to involve and communicate with its parents and community.

- Chamber luncheon- monthly reports of school activities/events are presented.
- City Council reports – 2-3 times a year or when needed, a school report is given to the city council.
- ACH Web Site – Updated monthly, in conjunction with school calendar of events. Teachers are responsible for their page, if they choose to do one.
- Student of the Month assemblies – parents are invited to see their child receive special recognition in front of the student body.
- Classroom project presentations – parents are invited to student presentation of concepts being covered in classroom.
- Parent Conferences – these are held twice a year to ensure student’s progress is reported to parents.
- Parent Involvement Policy - this policy states the parents’ rights to be involved with their child’s educational activities at A.C. Houghton.
- School-to-Home Compact – this has been developed and parents have been included in its review and modification.
- Family Reading Nights – parents and students receive literacy support and reading materials. This is held once a month between October – March.
- Family Movie Nights – parents, students and community members come together and watch a movie at no charge. This is held once a month between October –March, excluding December.
- Book Fair – parents and ACH staff engage students in sharing new arrivals of literacy and bringing new experiences to readers.
- Open House- parents are given a curriculum overview for the year and they are able to meet staff members and their families.

Heppner Elementary & Heppner High School

I can't believe it is already March, but the recent clear and sunny mornings are a good indicator that winter has passed. Our first round of OAKS testing is just wrapping up, and preliminary results indicate another strong showing by Heppner Students during the first round of testing.

The Heppner Staff and I work hard to communicate both MCSD and Heppner School related information, events, and happenings. In this month's report I will be focusing on:

Board Goal 4: Develop and foster strong communication practices that support the district's mission and goals with all stakeholder populations as determined by annual survey. MCSD will build trust and improve partnerships with communities, including parents, business, civic and cultural groups through the use of social media. MCSD will look to develop a transparent and consistent communication system that keeps stakeholders informed and connected to important news and events in our school district.

The information provided below is the 2012-2013 action plan that HES/HHS developed with cooperation from HES-PTC (Parent Teacher Club), HHS Booster Club, HES and HHS Site Councils, HES and HHS Safety Committees, and The HES-PFP (Parents for Parents) Committee. It is aligned with current best practices that relate to Epstein's 6 Types of Links with School, Family, and Community Partnerships - (Ideas about which practices of engagement/involvement partnerships will help reach the desired results for each goal).

Heppner Schools - 2012-2013 Community Engagement, Communication & Family Involvement Action Plan

Revised: 10/1/12

Heppner Schools Mission Statement:

"Heppner schools, in partnership with families and their community, provide each student the opportunity to develop values, knowledge, skills, and self-confidence to become life-long learners and responsible citizens."

Goal – Climate of Partnership: To help strengthen the six types of family and community involvement, improve communication and encourage partnerships with students, parents, community stakeholders and families.

Desired outcome for this goal: For Heppner Schools to become more community based for the benefit of all students (including home school students), staff, parents and other community members/stakeholders.

How will we track and/or measure the result(s): Tracking of attendance for the different target audiences/groups at planned activities and student/parent/stakeholder surveys.

Organization and scheduling of family and community involvement activities to support this goal:

Examples of Activities:

Type (1-6):

Date:

Grade(s):

Open House at HES/HHS	1, 2, 3 & 6	Fall-2012	Kg-12 th
HES School Carnival	2, 3 & 6	Fall-2012	Kg-6 th
Family Reading Night	1, 2 & 3	Winter-2012	Kg-6 th
Family Movie Night	1 & 2	Winter-2012	Kg-6 th
Family Game Night	1 & 2	Spring-2013	Kg-6 th
Title One & ELL Family Night	1, 2, 5, & 6	January-2013	Kg-8 th
Community Health Fair	2 & 6	February-2013	Kg-12 th
Parenting with Dignity Classes	1 & 4	Spring-2013	Kg-12 th
Monthly Site Council Meetings	5 & 6	Monthly	Kg-12 th
Monthly PTC/Booster Meetings	5 & 6	Monthly	Kg-12 th

6 Types (Epstein's) - Links with School, Family, and Community Partnerships: (Ideas about which practices of engagement/involvement partnerships will help reach the desired results for this goal?)

Type 1 – Parenting: Family activity nights, parenting classes, Use surveys to assess areas of need for families and hold end of the year celebration with food, recognition, and culminating thoughts to recap the year. Consideration was given to the idea of possibly a community barbecue/picnic prior to the end of school year.

Type 2 – Communicating: Communicate family activity nights, Conduct Health Fair (to include agency/business/community partnerships such as dental, mental health, health department, etc.), Breakfast with the principal, reader board, newsletters, Monday Folders at HES, etc.

Type 3 – Volunteering: Classroom support, Book Fair support, School Carnival, ASB fundraising support, Certified Appreciation/Classified Appreciation support. Also could possibly include a volunteer recognition event to be tied into the end of the year barbecue/picnic celebration.

Type 4 – Learning at Home: Child Development informational fliers, Parenting with Dignity Classes DVD's, Parenting tips and advice via newsletters, web site and Monday Folders, Academic Support via newsletters, web site and Monday Folders.

Type 5 – Decision Making: Monthly Site Council & PTC meetings, Breakfast with the principal, Staff input from staff/committee meetings, Parent surveys regarding school communication effectiveness.

Type 6 – Collaborating With the Community: Health Fair, School Carnival, Local Child Care Providers, School/Family Nights, Informational Nights and Open Houses.

Evaluation: Why Evaluate? – To help with future planning and assessing the quality of efforts, teamwork, program and practice. It is also an opportunity to reflect and evaluate the quality of partnership practices and efforts. Types of sample guiding questions for the evaluation/measurement tool:

1. What was successful? How do you measure the success?
2. What were the challenges?
3. What would you change to make this event better if we do it again next year?

Currently in Heppner, we are effectively utilizing the COLT Express Monthly Newsletter, HES/HHS Websites with “R-School” Calendar of events link, The Heppner Gazette Times, Daily announcements, and School Messenger to communicate both MCSD and Heppner School related information, events, and happenings. We continually seek opportunities to increase communication and partnerships with all stakeholders for continued success in Heppner Schools and to provide the necessary communication opportunities to help facilitate this district goal.

I would like to end this report by again thanking each of you for your support of Heppner Schools, and your commitment to all students of the Morrow County School District.

Irrigon Elementary

At IES, we strive to communicate continually and consistently with our parents and patrons. We work to be responsive to parent needs and concerns, proactive in our outreach, and consistent with our message and tone.

Our primary form of school-to-home communication is our Monday Folder program. Each student has a folder that is filled with any communication, fliers, newsletters, progress reports, and bulletins from the school and their teachers. Students are expected to take them home and have parents sign the folder to verify that they received the materials in the folder. Nearly all of our communication is published in both English and Spanish - we are able to use Google's translation free translation services to create a draft translation, which we then have proofread by bilingual students at Irrigon High School. We also maintain a website where we publish announcements and copies of the monthly newsletter, along with contact and general information for our school. You can view our website at <http://ies.morrow.k12.or.us>



2012-13 Monthly Newsletter Examples

We encourage our parents and patrons to participate in the day-to-day activities of the school as well. We have two community members and one parent volunteering in the classroom at least twice per week, and every week two of our parents run our student store to help provide school supplies as a fundraiser for our student body account. Even our Battle of the Books competition involves three parents who are each coaching teams. Throughout the year we host a number of academic, informative, and celebratory events. We host a Reading Day, and

Math Night, an Open House, Parent Teacher Conferences, and End-of-the-year Celebration, and Monthly Awards Assemblies.

Irrigon High School

We are always on the lookout for ways to improve our communication to parents and the community. Daily announcements are posted to our webpage in addition to being displayed on several television monitors throughout the school. Our counselor also regularly posts scholarship and college information to our web page for students and their parents. We also utilize our monthly Booster club meetings, site council, and chamber of commerce luncheons to help disseminate school information as well.

School Messenger continues to be a great asset for us and is used as our primary means to notify parents of student absences. We have also relied on the automated system to notify parents of our 5th Avenue program, parent-teacher conferences, open house, school closures, etc. We have been and are continuing our efforts to utilize e-mail and text messaging to send home notifications of different school events and our athletic director sends out a weekly events calendar regularly as well via e-mail.

Parents are invited to several GEAR-UP events we host annually throughout the school year including 7th and 9th grade transition camps in August and our 'My Story' project for 8th graders in May. During the course of the fall and winter month, parents are invited to attend our college visitations, college fairs, and scholarship nights. The community is also invited to our annual Veteran's Day assembly. At the end of the year, we also host our Knight of Excellence banquet where we invite parents to come hear about the wonderful things their student has done.

Riverside High School

Report on Community Engagement, communication and family involvement.

In education we say that the best decision is an informed decision. We also say that the more involved parents are the more students experience success.

We at Riverside take this philosophy to heart and work extremely hard to communicate our vision/mission with our parents and the community in general. We know and realize that staying in communication with parents and the community is critical to the overall success of our educational institution.

With academics at the forefront, we offer a myriad of opportunities for parents to stay informed.

- Grade are posted on a weekly basis
- Progress reports are available to parents every 4 ½ weeks
- Parents may also access the parent portal for current classroom information on grades, attendance etc.
- Teachers call, email and do home visits
- Riverside hosts parent/teacher conferences 4 times a year

- Informational presentations on our 236 plan are offered throughout the year
- Gear Up has communicated activities and program purpose as it relates to tutoring and academic support
- Principal calls parents when students meet OAKS standards
- Being transparent with school information (OAKS scores) posted at the entry of our building by grade level and subject

We team up with SBE and WRE to inform parents of school sponsored events.

- Reader Boards and Bulletin Boards are utilized when campaigning events at all schools
- Transition presentations at the end of the year are held at both high school and Windy River

Published information sent out on a regular basis.

- Riverside sends out Newsletters throughout the year with timely and pertinent information e.g., inclement weather information and school access etc.
- Informational items are sent regarding 236 after school tutoring, Friday school hours and dates etc.
- Senior letters, graduation letters and information are sent out periodically or as needed
- Automated phone messages on a daily basis are sent to parents whose student was absent or tardy
- We also send the Boardman (Chamber Chatter newspaper) information as it relates to our building events

On top of all this:

- Riverside provides parents and community the opportunity to catch a drama play or a band and choir concert.
- Sports are sometimes the glue that holds our community together. Another way for our community to stay in touch.
- On Tuesday's during "Pirate Time" we have community members in the building sharing with students their career choice and necessary post-secondary education needed to acquire such a job.
- Boosters – is a parent driven group whose purpose is to support school related functions. They are very involved and do a fantastic job of supporting our student athletes.

PAC –Parent Advisory Group

- A group composed of migrant student parents that help guide and advise the migrant dollars and programs in the district.

- This year they have been instrumental in supporting student learning and community involvement.
- They helped meet our parent/teacher conferences goals from 33% to 63% in December 2012
- We are very pleased with their volunteer efforts and look forward to their continued support

Site Council

- We now have a parent and a student as part of our site council group. This group discusses ways to improve the educational system in the building.

There are lots of other things happening in the building that encourages communication, community engagement and family involvement!

Sam Boardman Elementary School

In order to build an effective home-school partnership, Sam Boardman Elementary School provides the following:

- A web site containing the Student/Parent Handbook and monthly calendar
- Annual Open House and Kindergarten Meet the Teacher Night
- Monthly Student Body Assemblies to recognize students for their school accomplishments.
- A flexible number of meetings and activities throughout the year to assist parents in understanding achievement standards, assessments and how parents and teachers can work together to monitor progress
- Two scheduled Parent-Teacher Conference opportunities where the progress of the child will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have. We provide conference opportunities in morning, afternoon, and evening in order to accommodate the needs of families.
- Monday folders with continuous communication via flyers and monthly calendars to provide regular opportunities to see student class work, school event notices, invitation for involvement, and newsletters.
- Communications sent in a format and language that is easily understandable and available in Spanish and English.
- A school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility for improving learning.
- A parent student handbook which provides information about the school and district policy including Sam Boardman Elementary School's Student Code of Conduct.
- Surveys throughout the year of all parents to collect opinions about current program and curriculum for use in planning for continuous school improvement and topics for meetings that meet the needs of parents and families.
- Telephone message program sends reminders and notifications to keep parents in the know.

Involvement events that parents and students have come to expect as part of the “Sam Boardman Experience”:

Every Month: Student of the Month assembly, PTO, Site Council, Positive Action Parent Meeting and School Board.

Special Monthly Events:

- September - Open House, Picture Day
- October - Family Reading Night, Parent Information Night, Book Fair, Red Ribbon Week and Harvest Classroom Parties
- November - AR Party, Parent-Teacher Conferences, Veterans Day Assembly, Story Book Characters, Community Holiday Feast, Title Math Night
- December - Winter Concert and Christmas Classroom Parties
- January - Family Reading Night, Family Movie Night
- February - Valentine Classroom Parties, Family Movie Night
- March - AR Party, 100 Day Celebration, Family Reading Night
- April - Parent-Teacher Conferences
- May - Carnival, Preschool Visits, Kindergarten Round-Up, AR Party
- June - AR Skate Trip, Field Day, Safety Rodeo, Community BBQ, Year-End-Assembly

Parent volunteers are recruited to help in the classroom and on field trips. Parent volunteers also help with AR Parties, Family Reading Night, pop popcorn, shelving books in the library and copying publications for Monday Folders. ***Thank you Parents Volunteers!***

Special Guests and Events this year:

- Heidi Muller and Bob Webb, Artists in Residence, introduced students to unique musical instruments and songs performed with vocals, guitar, Appalachian dulcimer, mandolin and electric cello. The duo treated the community to an evening concert.
Thank you North Morrow Foundation!
- Kelly Thibodeaux, "The Fiddler" taught each child to play the fiddle in three lessons! On the fourth day parents were invited to a special recital. Mr. Thibodeaux played the fiddle in his famous "swamp rock" style at our Student of the Month Assembly. What fun!
Thank you PTO!
- Tristen Hornel, Scientist in Residence, serves as a resource for teaching hands-on physical science and mathematics. Each grade level has had two weeks with an expert scientist.
Thank you GK-12 and University of Oregon!

Special attempts involve families in learning activities with their families:

- Positive Action is a curriculum to enhance self-concept. Self-concept is described as the way we feel about ourselves. Positive Action teaches that when we act in positive ways, our self-concepts improve. The program seeks to promote total wellness, competency and healthy lifestyles in each of our students. Monthly parent meetings teach parents how they can support these concepts at home.
Thank you Community Counseling Solutions and Title 1A
- READY! for Kindergarten is a research-based, practical program that shares information with parents preparing their child for the first day of kindergarten. READY! provides tools and training to parents with a focus on basic reading, math and social emotional readiness skills. Each 90 minute class offers powerful ways to talk, read, sing and play with young children. Parents must be pre-registered and committed to attend three sessions: March 7, April 18 and May 16. ***Thank you Oregon Community Foundation (P-3 Grant) and Title III***

Family Involvement Team meets monthly to review each parent involvement activity through the lens of Epstein's Six Types of Involvement: 1) parenting, 2) communicating, 3) volunteering, 4) learning at home, 5) decision making and 6) collaborating with the community. Recommendations are collected to improve upon each event for the next year. The FIT team is currently developing next year's Family Involvement Calendar.

Windy River Elementary

1. **Family Education Night**- This month, Windy River Elementary started to have ESL classes for parents who want and need to learn English. We also started U.S. Citizenship classes for parents who want to become US Citizens. There were about 20 parents learning English and four who want to become citizens. We also provide computer support for school age children and childcare for the smaller ones. All together there were about 40 adults and children getting more education from Morrow County School District at Windy River Elementary. This is provided by our Recent Arrivers grant this year.

2. **Say No to Bullying**- Windy River has been teaching students to behave and treat other right. We are having Mark Thompson our specialist on Bullying Education in school come. On March 18th he'll have a school assembly and staff training about Bullying and how we can help children behave well.

3. **(Oregon RTI Reading) Response To Intervention**- Windy River Elementary School is involved in the Oregon Reading RTI Program. We have already started by going to two trainings and observing a group called 100% Data Meeting, and visiting a neighboring elementary school in Hermiston. Here at Windy River, we have started to use a basic testing measure for all our students. It is called the Easy CBM. We test students three times a year in Math and Reading to see how they are doing and who needs more help in specific areas. Just this last week, we had our first 100% meeting with 6th grade teachers. It gave us specific information on which students need what Reading interventions, how to teach it, and what curriculum to use. We are improving our process on teaching Reading more effectively.

(ESL) English As a Second Language

ELPA Testing- Every year every identified ESL student must take the State mandated ELPA test. This test measures English Language Proficiency Assessment to see if students have learned more English or pass out of the ESL program into full mainstream district education. Morrow County School has/will start this testing in February, March and April. We are now in the process. By the month of May, we will know all the results of our ELL students' scores with

Assistant Superintendent Report

Community Involvement Practices for Morrow County Schools:

All school district Site Councils work as the leading decision making body for family involvement opportunities that happen in our district:

All site councils have an element of outreach where they discuss current school year SIP goals, then later make decisions on family involvement events that will allow stakeholders opportunities to support students based on improving SIP goal areas.

The following are examples of the type of Family and Community involvement that take place in our schools:

- Open House to meet and greet teachers, review classroom expectation, discuss curriculum, etc.
- Parent teacher conferences take place on at least 3 occasions per year, per building
- Special programs night or curriculum nights where families learn about building instructional programs that are utilized to support student learning.
- All elementary schools host Family math nights, Family reading nights, Family fun/movie night, school carnival,
- Heppner schools and ACH have active parent volunteer programs that involve helping students with reading. These programs typically help student achievement in the academic areas. School based referrals have also decreased.
- Sam Boardman Windy River Elementary have been hosting a parenting class based on Positive action techniques this school year. SBE will look to host The READY! Program. The curriculum is focused on helping parents support their children to develop literacy skills so student become ready for school from birth to kindergarten.
- Riverside High School has implemented a Parent Advisory Council to better communicate school goals, academic programs, and gang awareness, etc.
- All High Schools have Booster Clubs
- RHS hosts a Kiwanis Halloween Fun House in the school

County Wide Community Involvement:

- All MCSD schools have been working with Morrow County Behavioral Health to implement Positive Action Curriculum (K-8) Funds, Professional development, program support has come from MCBH
- Morrow County Health Nurses come into our community schools to give vaccination shots, to support outreach efforts, schools host community flu shot opportunities and blood drives
- Morrow County Arts Council supports Artist in Residence Programs, theater, and musical performances in our district.
- MCSD is involved with Community Health Improvement Partnership (CHIP) and has created a work Student Health Advisory Council (SHAC) Work group- In working with

CHIP Members - SHAC is a functioning workgroup that works in alignment and collaboration on joint CHIP and MCS D initiatives. Together we can support one another with facilities, educational resources, student and parent involvement opportunities, provide health care information, collaborate on intervention/prevention activities, etc.

- Umatilla Morrow Head Start, IMESD Migrant Head Start, IMESD (ECIC) Early Childhood Intervention Classroom, OSU extension Family/Community Health- Is allowed classroom space in our elementary schools. We are looking to deepen our collaborative efforts to better support families in our community.
- MCS D is now participating in the Morrow County Early Childhood Committee (MCECC)- ESD, Head Starts, Public Health and wellness agencies through the Morrow County are involved: Are mutual goals are sharing professional development opportunities, implementing a family needs assessments, sharing academic, social, and health care resources, share work locations and meeting space to streamline family and child support
- Morrow County Education Foundation: The focus of our work has been to share ideas related to supporting the use of technology to enhance learning in our schools. Funds utilized will support equipment purchase for students and support teacher professional development around the use of technology as a tool to support communication and student learning.

Management's Discussion and Analysis

Financial Highlights

All indications from the State of Oregon and Associations within the Education world is that districts should budget based on a range of \$6.3B to \$6.55B budget.

Future Financial Planning

The district is planning to move ahead with a plan to apply for a line of credit with the Bank of Eastern Oregon in the amount of \$500,000. The point of the financing is to ensure necessary cash flow based on the timing of our tax revenues to fund our boiler project at Heppner High School. The goal of the district would be to pay the borrowings down or off based on the scope of the project by year-end.

Current Financial Issues and Concerns

The most significant concern right now for the district is how the sequestration is going to affect future Federal grant funding. It appears based on recent communication that the funding will not change the current fiscal year; however, the district can expect a decrease anywhere from 5-15% in all Federal grants.

Maintenance

The district has been working with numerous companies that provide a broad spectrum of options as they relate to projects within the district. Based on the attached document the district Administration would like input from the School Board on their preferences to how we proceed with the Heppner High boiler project – to be completed prior to next school year:

1. Design-Bid-Build
2. Design-Build
3. Energy Savings Performance Contracting

Each of the procurement methods above has pros and cons to the process and we feel all can be achieved using different entities we have been working with over the last few months. The attached document does a good job of summarizing the methods.

Other project within in the district:

1. Irrigon Elementary School – Drainage project is complete and we have Tom Coffelt, Rick Bruhn, and Billy Salisbury are completing the reseeding and sprinkler repair this week.
2. Heppner Elementary had a sewage issue and certain bathrooms were not draining. Kelly Fox worked with the City of Heppner to help find a cleanout under the playground. The full extent of the issue has not been determined.
3. The budgeting process for next year is underway and the district is determining the best use of resources from a project perspective – knowing Heppner High boiler and lighting will take the majority of the resources.
4. The district is also working on a longer term project listing 2-5 years out, to allow better budgeting and resource allocation.

Procurement Methods for Building Infrastructure Upgrades

School districts in Oregon typically use one of the following, Design-Bid-Build, Design-Build or Energy Savings Performance Contracting for contracting the implementation of building infrastructure upgrades at their facilities. Each procurement method should arrive at the same or similar results, which is the installation of projects, but differences exist with each contracting procedure.

Design-Bid-Build

Design-Bid-Build is a type of project delivery approach where the owner holds two separate contracts, one with the designer and another with the contractor. The designer would assist the owner to develop the program and is responsible for design and the development of drawings and specification. The contractor is responsible for means, methods, and actual construction of the project. Design-Bid-Build is the traditional method for project delivery and is most common to Oregon.

There are three sequential phases to Design-Bid-Build, the design phase, the bidding phase and the construction phase. The ownership of each of these phases is with the client, and there is little to no connection between the designer (engineer) and the contractor (the installer), and therefore, the owner assumes the risks associated with the construction project. Typically in a Design-Bid-Build process, costs are hard bid and there is no reconciliation of construction cost savings.

Design-Build

Design-Build is a construction project delivery system where the project's design and construction aspects are contracted for with a single entity known as the design-build contractor. This system is used to minimize the project risk for an owner and to reduce the delivery schedule by overlapping the design phase and construction phase of a project. Design-Build focuses on combining the design, permit, and construction schedules in order to streamline the traditional Design-Bid-Build environment.

There are two phases to Design –Build, which are the design phase and the construction phase. The ownership of each of these phases is with the Design-Build contractor, who assumes a majority of the risks traditionally associated with construction projects. Typically in a Design-Build process, guaranteed maximum project cost is established to budget for the project, and an open book pricing format is used to present project costs and construction cost savings are reconciled back to the owner.

Energy Savings Performance Contracting

An Energy Savings Performance Contract (ESPC) is a project delivery approach where the owner contracts with a qualified Energy Service Company (ESCO) for the identification, evaluation, recommendation, design and construction of energy conservation measures. The ESPC process includes

a Design-Build Contract, which guarantee energy savings, project cost and installed measure's performance, as well as a measurement and verification phase that quantifies the level of energy savings achieved from the installed measures. In an ESPC, much like the Design-Build process, a guaranteed maximum project cost is established to budget for the project, and an open book pricing format is used to present project costs and construction cost savings are reconciled back to the owner. The major difference between a Design-Build project and an Energy Savings Performance Contract is that the Energy Services Company guarantees the energy savings associated with the installed measures. If energy savings are not achieved, then the ESCO will have to fund the energy savings shortfall.

There are four phases to an ESPC, and energy audit to assess energy savings associated with measures that will be installed, the design phase, the construction phase and the measurement and verification phase.

	Design-Bid-Build	Design-Build	ESPC
Pricing	Not Open Book – Low Bid plus any change orders associated with missed scope in specifications	Open Book Pricing, with fees negotiated prior to contracts being signed	Open Book Pricing, with fees negotiated prior to contracts being signed
Lowest Responsible Bid Required	Yes, leaves the avenue open for change orders for missed scopes of work	No, but costs for the project are set before contracting the installation of measures	No, but costs for the project are set before contracting the installation of measures
Life Cycle Cost Analysis	No, typically not part of D-B-B process	Yes	Yes
Focus on Energy Savings of Installed Measures	No	Maybe, this would have to be specified by the Owner as a requirement	Yes
Risk of Project Performance (project costs, energy savings and equipment performance)	Assumed by Owner	Assumed by D-B Contractor, except for energy savings	Assumed by ESCO
Energy Savings Quantified and Guaranteed	No	No	Yes, and measured annually.
Funding for the Project	Typically comes from capital budgets	Typically comes from capital budgets	Capital budgets, energy savings, utility incentives and grants
Length of time to implement projects	Longer than Design-Build or Energy Savings Performance Contracting	Shorter than Design-Bid-Build	Shorter than Design-Bid-Build

Each of these procurement methods has been used for the installation of building infrastructure upgrades for an owner. The major differences for each of these methods of project delivery are the amount of risk that an owner will assume with the final installed project. These risks include change orders from missed scope, equipment performance, and energy savings.

Other Funds to Offset the Cost of Installations

School districts also have access to outside funds that can offset the cost of energy efficiency projects. These include Utility Incentive Program and State of Oregon Energy Efficiency Incentives.

Utility Incentive Programs

Morrow County School District has access to Utility Incentive Programs that are administered by Umatilla Electric Co-Op and Columbia Basin Electric Co-Op for electrical savings and the Energy Trust of Oregon for natural gas savings. Unfortunately, the schools in Heppner do not qualify for fossil fuel utility incentive programs as they are heated with fuel oil and propane, which are exempt from utility incentive programs.

State of Oregon Energy Incentive Program

In 2011, the Oregon Legislature made significant changes to the state's energy tax credit programs. House Bill 3672 eliminated the Business Energy Tax Credit. The bill "capped" conservation tax credits and eliminated incentives for energy efficient appliances and alternative transportation fuels. In addition, the bill created a grant program to encourage installation of renewable energy production systems.

In the fall of 2011, ODOE created the "Energy Incentives Program." The program took effect on January 1, 2012. The program has \$28 million per biennium for incenting energy conservation projects, and \$3 million per biennium for renewable energy projects.