Southern Oregon Education Service District

2016-17 Local Service Plan

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Robert Emerson, Director of Technology, Media and School Improvement
Susan Peck, Director of Special Education

Mission of SOESD

As a responsible partner, we provide services and leadership to optimize
opportunities for the children, schools and communities we serve.

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Preface

This Local Service Plan has been developed in accordance with legal requirements as a description of the services to be provided to Southern Oregon school districts by Southern Oregon ESD during the 2016-2017 school year. However, it is important to note that these services can only be provided if adequate funds are available. In the event of a funding change, services will be prioritized in close consultation with the superintendents of the districts served by Southern Oregon ESD.

Local Service Plan Introduction

At Southern Oregon Education Service District, we appreciate the continued opportunity to be of service to our member districts. SOESD has developed an effective working relationship which is manifested in the scope of its Local Service Plan. Through the Local Service Plan, SOESD provides support for the school districts in Jackson, Josephine and Klamath Counties. In addition, some special education regional services are provided in Douglas and Lake Counties. Schools in Jackson, Josephine and Klamath counties provide educational services to approximately 48,651 students which represent 8.5 percent of the students in Oregon. The SOESD geographic region is the largest ESD region in Oregon serving students living in almost 10,600 square miles, which is larger than seven states in the U.S.

ESDs are funded based on 4.5% of the State School Fund. State School Fund dollars originate as either property taxes or as state income taxes. For the 2015/2016 fiscal year, SOESD has budgeted $9,128,885 from state sources and budgeted $10,128,628 from local property taxes. These combined amounts total $19,257,513. When added to the remaining budgeted revenues, this brings the total SOESD general fund budgeted resources to $19,836,946. In the 2015-16 school-year, it is anticipated that 90% of SOESD's budgeted State School Fund revenue will be spent in services for component school districts.

In addition to these general fund revenues, SOESD has been successful in obtaining significant resources from grants and contracts and maintains over 100 special revenue funds that track and report these grants separately from its State School Fund. Greater than half (51.5%) of SOESD's annual revenue is derived from grants, contracts and cooperative services. SOESD brings value added to our districts by bringing in revenue for projects above and beyond state school fund allocations.

We are very proud of the accomplishments of Southern Oregon ESD. SOESD is viewed as a progressive leader in the ESD community and within our region. On behalf of the ESD board and administrative leadership, I would like to recognize that our success is due to the work of our staff in cooperation with our component districts.

Scott Beveridge
Superintendent

Mission of ESDs in the State of Oregon

Under the provisions of ORS 334, an Education Service District shall provide regionalized core services in:
- Administrative/Business Services
- School Improvement Services
- Services for Children with Special Needs and
- Technology Services

The goals of these services are to:
a. Assist component school districts in meeting the requirements of state and federal law.
b. Improve student learning.
c. Enhance the quality of instruction provided to students.
d. Provide professional development to component school district employees.
e. Enable component school districts and the students who attend school in those districts to have equitable access to resources.
f. Maximize operational and fiscal efficiencies for component school districts.

Core Services of Local Service Plans

As per ORS 334, we work in collaboration with our local school district superintendents and advisory groups in the development of the plan. The SOESD local service plan must include the following services as defined in ORS 334.175:

- **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 the Department of Education and component school districts, and registration of children being taught by private teachers, parents, or legal guardians.

- **School improvement services** for component school districts, including, but not limited to, services designed to support component school districts in meeting the requirements of state and federal law; services designed to allow the education service district to participate in the review of the state and federal standards related to the provision of a quality education by component school districts; services designed to address school-wide behavior and climate issues; and professional technical education and professional development for employees who provide those services.

- **Programs for children with special needs** including, but not limited to, special education services for at-risk students and professional development for employees who provide those 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, instructional technology services, distance learning, and professional development for employees who provide those services.

Approval Process

All services and facilities provided by an ESD, including the core services, those required by state law and services provided via contract to component districts, non-components and private entities must be approved annually by the ESD board as well as component school boards. The criteria for approval of the Local Service Plan is two thirds of the component districts, with greater than 50 percent of the students, voting in favor of the plan.

Amendment Process

The Local Service Plan may be amended during the service year. This may be accomplished by a resolution of constituent district superintendents using the same percentage criteria that approved the original plan and approval of the SOESD board.

Timeline for Development and Approval Process

- June – November 2015: Information and sharing of SOESD services with districts and job-alike groups.
- November/December 2015: Local Service Plan submitted to component district superintendents for review.
- January 2016: Local Service Plan submitted to Southern Oregon ESD Board for approval.
- January 2016: Local Service Plan submitted to component school district boards for approval.
- January/February 2016: Component school district boards take formal action on Local Service Plan and submit resolution ballot to the ESD.
- March 1, 2016: Approval cycle completed.

SOESD Organization

The Southern Oregon ESD is organized into four core service areas to reflect the priorities set forth in the Local Service Plan. The following SOESD administrators have been assigned responsibility for each of the core service areas:

- Administrative and Business Services – Scott Beveridge and Howard George
- School Improvement Services – Robert Emerson
- Special Education Services – Susan Peck
- Technology and Media Services – Robert Emerson

Annual Performance Measures

The services provided by SOESD and outlined in the Local Service Plan will be measured annually using a variety of evaluation tools. A summary of this performance measurement shall be provided to all local school district boards, all local school district superintendents, and to the board of the ESD.

Expenditure Requirement

State law requires ESDs to expend at least 90 percent of all "local revenues of an ESD" for services approved by component districts through the approval process. SOESD is utilizing 91.8% of state funds in core services in 2015-2016.

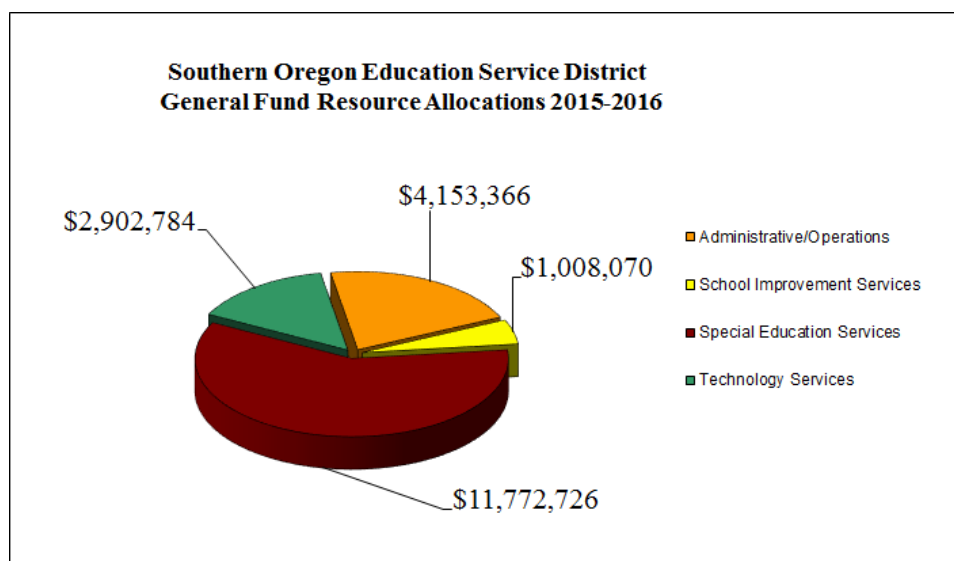# Entrepreneurial Services

ESDs may provide services and facilities to public and private entities and to non-component school districts provided that they are to address a need of a component district, included in an approved local service plan and have a business plan. Should the school districts served by SOESD request such services in the future, they would be addressed in the Local Service Plan.

Brief Funding Summary of 2015-2016

Southern Oregon Education Service District provides services to the school districts in Josephine, Jackson and Klamath Counties in the areas of Administration/Business, School Improvement, Special Education and Technology. Greater than half of the ESD's funding comes from grants and contracts. The other half of SOESD's funding makes up the district's General Fund and is currently allocated to programs as per the chart below.

One of the primary purposes of this Local Service Plan is to describe services provided with General Fund dollars as developed in concert with our local districts. The law stipulates that these services be reviewed and approved annually by the ESD board as well as our component school boards.

Southern Oregon Education Service District
General Fund Resource Allocations 2015-2016

- Administrative/Operations: $4,153,366
- School Improvement Services: $1,008,070
- Special Education Services: $11,772,726
- Technology Services: $2,902,784

Administrative/Business 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 the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035.

School Improvement Services
School improvement services for component school districts, including but not limited to services designed to support component school districts in meeting the requirements of state and federal law. This includes support in career and technical education, migrant and ELL education programs, assistance in grant writing and other services designed to improve teaching and learning in the region.

Special Education Services
Programs for children with special needs, including but not limited to special education services, services for at-risk students and professional development for employees who provide those services. This also includes ESD operated classrooms for students with disabilities, as well as a variety of services for assessing and serving students with disabilities.

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, instructional technology services, media resources, technology installation and repair, distance learning and professional development for employees who provide those services.

Budget Changes

SOESD General Fund Allocated Resources (Budgeted) from 2012-13 to 2015-16
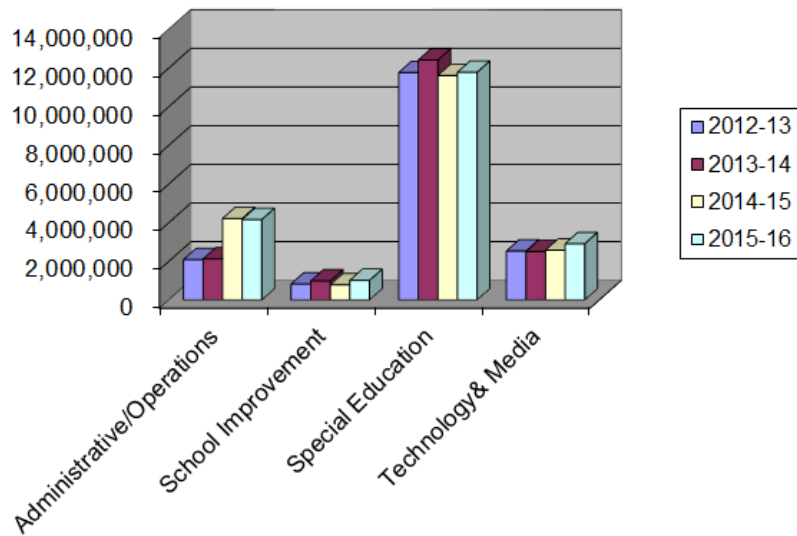
SOESD General Fund Allocated Revenue (Budgeted) from 2012-13 to 2015-16
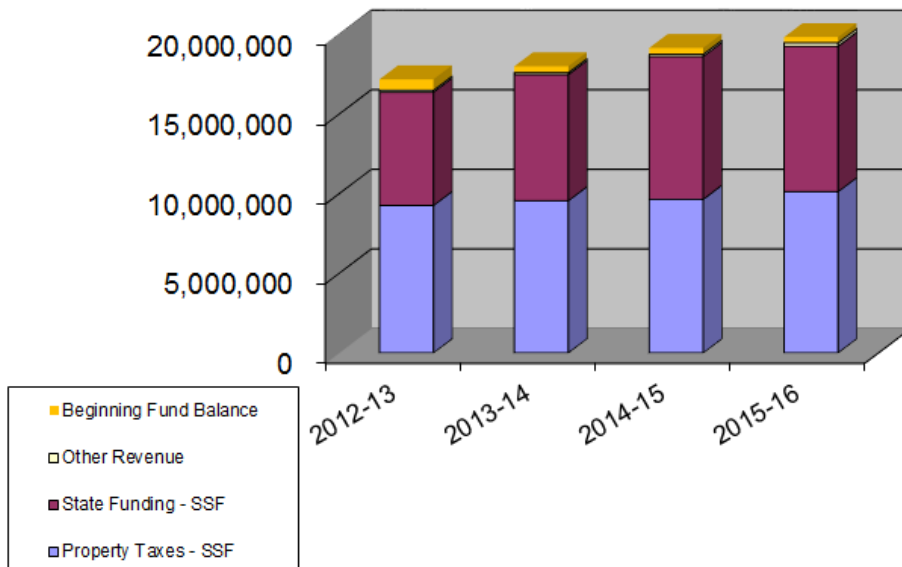
Key Projects and Notable Achievements

A number of key projects and services have been provided to area school districts in the period spanning from the fall of 2014 to present. Below are some of the notable achievements:

Administration and Business

- Unanimous approval of SOESD Local Service Plan.
- Hosting business information software for three districts.
- Medicaid Administrative Claiming (MAC) for four school districts, as well as SOESD.
- AESOP automated substitute scheduling system for ten districts including SOESD.
- Substitute Management Services is provided to ten agencies.
- SOESD contributes toward Affordable Care Act hour tracking software for six agencies.
- Orchestrated regular contact between legislators and superintendents throughout the 2015 Legislative Session.
- Provided leadership for regional collaboration amongst multiple agencies and partners involved in the Southern Oregon Success Initiative and Early Learning Hub.
- Provided leadership in coordinated regional applications resulting in successful and significant state initiative grant awards.
- Facilitated regional conversations toward the development of a Southern Oregon Science, Technology, Engineering, and Mathematics (STEM) Hub.
- Provided leadership in establishing College and Career for All (CC4A) Hub.

School Improvement Services

General

- Collaborated with Southern Oregon Curriculum Directors group to plan and deliver regional professional development, including: NWEA's Keep Learning on Track, Essential Skills work sample calibration and scoring, understanding and preparing for Smarter Balanced ELA and Math Assessments, Indistar, and Pearson's Developing a Balanced Assessment System.
- Supported training and collaboration among regional math leaders.
- Supported Collaboration Grant in seven districts.
- Successfully wrote, obtained, and facilitated Regional Grants:
  - K-12 and HED dual-credit alignment ($250,000)
  - Student mentoring ($200,000)
  - Regional Collaboration Grant supporting implementation of SB 290 ($50,000)
- Facilitated the development and use of the Post-Secondary Encouragement Tool (PSET) and provided leadership relative to Post-Secondary Encouragement Convocations, contributing to the successful transition of high school students as they move into post-secondary training and/or a career.
- Facilitated regional conversations around increasing high school graduation and college and career readiness.
- Wrote, obtained, and facilitated regional CTE-R and Regional Promise Grants.
- Scheduled free, local training for 23 Southern Oregon educators through the Library of Congress to support Common Core, teaching argumentative writing and the use of primary sources in the classroom.

Career and Technical Education (CTE)

- Wrote, obtained, and facilitated two one-year Perkins Basic Grant awards totaling $1,103,540 and two one-year Perkins Reserve Grant awards of $216,623.
- The Region 8 Southern Oregon Career and Technical Ed Consortium (SOCTEC), continued to work collaboratively with the Oregon Department of Education (ODE) and twelve school districts region-wide to prepare and submit applications for 4 new Programs of Study (POS), 21 POS renewals, and 6 Instructor Appraisal Committees (IAC) for the 6 new teachers in our region seeking initial CTE endorsement with TSPC. With the addition of the 4 new POS, our region now has a total of 54 individual POS, supported by 64 CTE teachers at the following high schools:
  o Agriculture (Bonanza, Crater, Eagle Point, Henley, Hidden Valley, Lost River, Rogue River, Phoenix, Prospect)
  o Business Management (Ashland, Bonanza, Crater, Grants Pass, Hidden Valley, Klamath Union, Lost River, Mazama, North Medford, North Valley, Phoenix, Rogue River, South Medford)
  o Culinary Arts H&T (Ashland, Eagle Point, Grants Pass, Mazama, North Medford, South Medford)
  o Early Childhood Education (Grants Pass, North Medford)
  o Health Occupations (Grants Pass)
  o ICT (Eagle Point, Grants Pass, Phoenix, South Medford)
  o Manufacturing (Ashland, Butte Falls, Chiloquin, Eagle Point, Gilchrist, Grants Pass, Mazama, North Medford, North Valley, South Medford)
  o Transportation Technology (Ashland, Eagle Point, Illinois Valley, Mazama, North Medford, Phoenix, South Medford)
- SOCTEC worked in conjunction with RCC staff to continue planning and hosting the CTE Learning Series, Summer Math Institute (SMI), and Regional Advisory Boards for each of the POS aligned with RCC. These Professional Learning Communities (PLC) and professional development activities were conducted in multiple cluster level Programs of Study to engage all stakeholders in hands-on Science, Technology, Engineering and Mathematics (STEM) and CTE related activities.
- SOCTEC worked in conjunction with Rogue Community College (RCC) staff in the continued planning and the hosting of a STEM Academy, which consisted of multiple day hands-on workshops for high school students interested in career fields related to Manufacturing, Electronics, Carpentry, Automotive-Diesel, Welding, Dentistry, Fire Science, Business Management, and Information/Communication/Technology (ICT). Over 800 students, from every school district, have participated in these exploratory workshops in the past two years.
- The CTE Regional Coordinator worked in conjunction with the twelve component districts within SOCTEC to obtain additional CTE endorsements for 6 teachers.

- Provided funding for all SOCTEC CTE teachers to participate in 34 professional development (PD) and student leadership conferences, including:
  - Annual state and national Career and Technical Student Organizations (CTSO) conferences for student leadership opportunities:
    - DECA leadership conferences
    - FBLA leadership conferences
    - SKILLSUSA leadership conferences
    - FFA leadership conferences
    - ORFACS
  - Oregon Vocational Agriculture Teacher's Association (OVATA) conference
  - Oregon Association of Career and Technical Education (OACTE) conference
  - VEX Robotics competitions
  - POS specific PD activities hosted by our community college partners (RCC and Klamath Community College (KCC))
  - Virtual Enterprise Business and Marketing conference
  - ProStart National Restaurant Association conference
  - Miami Device Mobile Learning conference
  - Cascade Culinary Teacher Summer Workshop
  - Curriculum for Agricultural Science Education (CASE) conference
  - King Arthur Professional Baking conference
  - Southern Oregon Ed Tech Summit conference
  - Unmanned Drone Safety Institute training workshop
  - Digital Design and Fabrication CNC training workshop
  - Proficiency Based Instruction and Learning Conferences (PLC) for each POS area
  - Industry training Professional Development PLCs by multiple POS lead instructors
- The CTE Regional Coordinator and stakeholders engaged in collaborative efforts with component districts, KCC, OIT, RCC, and SOU presidents, Job Council, College For All, Southern Oregon STEM Hub, Early Childhood Services, and all component district superintendents to increase high school graduation rates, expand college and career readiness, and augment enrollment in programs such as Early College Credit / College Now.
- Valid and reliable Technical Skill Assessments (TSA) were developed for 100% of Region 8 CTE Programs of Study to assess students. Data were reported to ODE and analyzed for POS improvement.
- 100% of Region 8 CTE POS teachers participated in a minimum of three or more cluster area PLCs to work on Program of Study development and improvement. Areas of work included:
  - Curricular standards and academic/technical curriculum content
  - Alignment to a one-year Community College Certificate and /or a two-year AAS degree.
  - "College Now" dual credit (7500 credits awarded to CTE students by RCC)
  - Student Support Services - each POS developed one or more CC pathway visual organizers
- SOCTEC continues to provide leadership and research for "best and next" instructional practices and resources, and new technology.

- SOCTEC purchased additional advanced technology to both preview and test for future use in classroom instruction.
- The consortium purchased and distributed industry standard: 3D scanning and printing technologies, CNC Plasma and Router and Laser technology, multiple Computer Aided Design software packages, First Responder technologies, Culinary technologies.
- The SOESD CTE staff provided setup, training, and guidance to all instructors receiving new technologies.
- The SOESD CTE department inventoried, tracked, and monitored allocations of all POS equipment.
- The SOESD CTE department attended multiple monthly state ODE meetings in order to provide SOCTEC with timely state and national information pertinent to Career and Technical Education.
- The SOESD CTE department hosted and facilitated the monthly Southern Oregon Career and Technical Education Consortium (SOCTEC) meetings for the PD of leadership from the twelve Consortium school districts.
- The SOESD CTE department created and launched a new CTE Moodle website to be used by each CTE teacher in the submission and collection of all CTE POS Renewal, Perkins Purchasing, POS updates and student tracking data information.

Southern Oregon Mentor Consortium (SOMC)
- Wrote, obtained, and facilitated a Mentor Grant award of $503,638.27 to the SOMC serving a total of 105 new teachers and 9 new administrators from the following school districts:
  - Ashland - 7 New Teachers, 1 New Administrator
  - Klamath City - 10 New teachers, 1 New Administrator
  - Klamath County - 17 New Teachers, 3 New Administrators
  - Medford - 49 New Teachers
  - Phoenix-Talent - 9 New Teachers
  - Three Rivers - 13 New Teachers, 4 New Administrators
- Provided 90 hours of mentoring support for new teachers and administrators, including:
  - One-on-one – completing collaborative assessment, analysis of student work, individual learning plan, and developing lesson plans.
  - Culture and climate – focus on creating a welcoming, supportive school and district environment.
  - Classroom observation – mentors observe teachers in their instructional settings.
  - Resource – mentors share information and materials with teachers.
  - Lesson planning – interaction focused on effective lesson planning, strategies for engagement, and curriculum.
  - Peer observation – learning labs, learning walks, instructional rounds.
  - Assisting Beginning Teachers and Beginning Administrators in accomplishing their district evaluation goals for the year.
- Provided mentor training and support for 39 mentors and coordinated ODE/New Teacher Center Mentor Training for 23 mentors.
- Assisted districts in hiring and pairing mentors with mentees.

- Conducted and facilitated 27 mentor forums for all mentors to learn and refine mentoring skills and strategies.
    - 6 Administrator Roundtable Trainings
    - 11 Mentor Forums for Jackson/Josephine County
    - 10 Mentor Forums for Klamath County
- Provided Professional Development Series for both Beginning Teachers and Beginning Administrators in Jackson and Klamath Counties.
- Facilitated meetings with district mentor grant coordinators three times a year regarding program and grant requirements and survey data analysis.
- Constructed a formal partnership with Concordia University and Southern Oregon University in order to align practice with pre-service and service.
- Worked with SOU to establish college credit for mentee participation in mentor grant.
- Each district had access to iPad/Swivl device to use in the classrooms or schools to video Beginning Teachers and Beginning Administrators in order to allow mentors and mentees to reflect on and improve their practice.
- End of year survey results were shared with each district by email and discussed with district coordinators.

Below is the data on impact of Mentoring from Beginning Teachers (BT) and Beginning Administrators (BA):

Beginning Teachers:
- 87% felt Mentoring had an effect on their teaching.
- 97% felt comfortable approaching their Mentor.
- 80% felt meeting face to face was just the right amount.

Beginning Administrators:
- 88% met with their Mentor 1-2 hours each weekly.
- BT/BA Mentors collected and reviewed artifacts of practice at Mentor forums/roundtables and at exit reviews. This was very valuable to the Mentors and assisted them in improving their practice as reflected in their year-end survey.
- Mentor Portfolios were used by Mentors as evidence of their work and also as tools for reflection and sharing at Mentor forums.

Retention in Their Positions:
- Beginning Teachers 87%
- Beginning Administrators 89%

Felt That Mentoring Had a Positive Effect on Teaching Practices:
- Beginning Teachers 86%
- Beginning Administrators 89%

Felt That Mentoring Had a Positive Effect on Student Learning:
- Beginning Teachers 87%
- Beginning Administrators 70%

Migrant Education / ELL

- During 2014-15 Migrant Education served 192 district staff members and 86 Master of Arts in Teaching (MAT) students at SOU with Sheltered Instruction Observation Protocol (SIOP), Constructing Meaning, Guided Language Acquisition Design (GLAD), Systematic English Language Development (SELD) and Interpreter. In all cases, we far exceeded our goal of 30% growth in skills acquired from the workshops as evidenced in our pre and post assessments. Additionally, these workshops were provided at no cost when the average cost for taking them elsewhere would be approximately $800 per person.
- Provided 26 Migrant High School Seniors in Jackson County with 260 hours of service to obtain a total in excess of $220,222 in grants and scholarships for college through our Sobresalientes program.
- In Identification and Recruitment of Migrant Students, we recruited 1188 students from July 1, 2014 through June 30, 2015. As of May 28, 2015 there were 2632 migrant identified students in Region 10 (Jackson, Josephine and Klamath counties) an increase of 8% from this date last year.

Special Education Services

General
- In collaboration with the Special Education Administrators of Jackson, Josephine, and Klamath Counties, reached consensus and provided input to decision makers regarding these issues:
  - Continuing participation in STEPS Program (differentiated classroom models to address student primary disability needs) by area school districts in 2015-16 school year.
  - Changes in 2015-16 differentiated model in STEPS program based on parent, staff, and special education administrator input and revision of Choice and Equity menu to reflect changes in service offerings.
  - Study of and consideration of a consortium model for provision of life skills classroom services across districts for 2016-17 school year.
  - NVCI training provided by CPI certified staff to staff in other districts.
  - Ongoing communication with ODE via District Liaison (Sally Simich).
  - SOESD assuming the ODE Long-Term Care and Treatment contract for the 2015-17 biennium on behalf of four school districts.
  - Updated information for area pediatricians about special education eligibility and medical statements.
  - Consistency of reporting method for regionally eligible students to benefit all area students with low-incidence disabilities.
  - Support, training, and networking opportunities for Assistive Technology (AT) teams via an AT Cadre.
  - Advocacy for maintaining current initial evaluation timelines for schools in response to HB 2673.
  - 2014-15 monthly focus topics: SB 290 Licensed and Administrator Evaluations, Writing Standards-Based IEPs, and Improving Attendance and Graduation Rates.

- o Coordination of support for students in SOESD STEPS or Program for Deaf/Hard of Hearing who qualify for ELL services and ELPA.
  - o In response to districts serving increasing numbers of former STEPS Program students in resident district programs and per special education administrator/ parent/staff input, reconfigured classrooms from STEPS/SAFE/CARE co-teacher model to "one teacher per classroom" model for 2015-16, reduced classrooms from 11 to six, facilitated movement of materials, equipment, and furniture, and initiated a Reduction-in-Force for classified staff.
- 4.8 rating out of a possible 6 (6 as the highest level of satisfaction) re: the Special Education Administrators Association of Jackson, Josephine and Klamath counties.
- High quality and cost effective special education services by LEAs and the ESD rated most effectively facilitated in these three areas:
  - o Promoting continuing training to address special education topics.
  - o Problem solving issues identified by Special Education Administrators and Superintendents.
  - o Enabling all Special Education Administrators to recommend agenda topics.
- 97% satisfaction rate for Regional Services across five counties.
- 94% satisfaction rate for Non-Regional Special Education Services across three counties.
- Facilitated participation of local district specialists in SOESD-led "Jobs Alike" meetings and inservice training for transition teachers (three meetings for a cadre of approximately 10 people).
- Provided guidance re: SOESD Transition Network Facilitator role, scope of work, and service to area school districts.
- Facilitated collaboration with local pediatrician, parents, speech-language pathologist, ASD consultant, and early intervention specialist on Autism Spectrum Disorder Pilot team for preschool-age students.
- Provided guidance re: Autism Spectrum Disorder Self-Assessment by area districts.
- Facilitated a collaborative mental health discussion with Jackson County Mental Health and area school district administrators, school psychologists, and ASD consultants re: access to MH services.
- Facilitated a collaborative discussion with Jackson County Developmental Disability Services, SOU, and RCC re: intake, eligibility, and service supports for people with disabilities who wish to access higher education.

Assistive Technology (AT)
- Processed 45 requests for AT equipment from 7 school districts, DESD Early Intervention/Early Childhood Special Education (EI/ECSE), and Southern Oregon ESD.
- Provided requested training to a school staff re: use of equipment in SOESD AT Library.
- Participation of the SOESD AT team at Oregon Technology Access Program (OTAP) trainings in Salem.

Audiological Services
- Conducted 702 audiological evaluations, ear mold impressions, and hearing aid fittings/follow up for nine Jackson County school districts.

- Rented out and provided technical support for use of 65 FM amplification units to 14 school districts in Jackson, Josephine, Klamath, Douglas, and Lake Counties.
- Provided audiometers and screening tympanometers for use by SOESD speech-language pathologists conducting hearing screenings in districts.

Autism Services
- Provided Autism Spectrum Disorder (ASD) services for 500 students (age 5-21) in three counties.
- Provided 48 workshops in Jackson, Josephine, and Klamath counties for a total of 1,160 participants.
- Collaborated with Oregon Project Autism Training Sites and Supports (OrPATS) in conducting an initial 2-day Strategies for Teaching based on Autism Research (STAR) workshop, a 1-day parent training workshop, and a 1-day Links curriculum training
- Conducted four days of Instructional Assistant trainings.
- Hosted a 1-day conference at SOU with Kari Dunn, co-author of the Incredible 5-point Scale.
- Hosted 3-day Assistive Tech/iPad workshop with R.J. Cooper, a national leader in assistive technology for people with disabilities.
- Regional team of eight ASD consultants attended a total of 32 professional development workshops on various evidence-based practice topics.
- Conducted 203 evaluations for ASD eligibilities in 10 school districts (birth to 21).
- Supported efforts of the Oregon Commission on ASD by actively participating in two SIA (Screening Identification and Assessment Subcommittee) grant projects:
  o Two Ed-Med Collaboration teams with OCCSYHN (Oregon Center on Children and Youth with Special Health Needs).
  o Assisted with creation and dissemination of a Survey for School Psychologists and Mental Health professionals re: training needs for ASD evaluations.
- Facilitated a collaboration meeting with SOU, RCC and DDS for component districts and discussed eligibility/service requirements at SOU/RCC/DDS that qualify students for support services and accommodations.
- Co-facilitated a Mental Health-Education Collaboration meeting with JCMH, DDS, and other key stake holders in an effort to enhance intra-agency communication re: services for students with ASD and other disabilities.
- Participated in the Rogue Valley Autism Awareness Fair in Medford.
- Participated/assisted in the "Light It Up Blue" autism awareness event hosted at Mills Elementary in Klamath Falls.
- Initiated contact and set up intra-agency collaboration for future conference planning with local parent/community service agencies and partners, e.g. Swindells Resource Center at Providence, FACT Oregon, HHS, and Families for Community.
- Continued implementation of SB 290 licensed evaluation system; piloted and adopted for 2015-16 the Salem-Keizer LEGENDS ASD Specialist Evaluation rubric.
- Developed program-wide Professional Goal and Student Learning & Growth Goals and met all goals to criteria.

Early Childhood Services (Josephine County)
- Successful application and funding of Early Literacy Outreach grant through Early Learning Division funding to Southern Oregon Early Learning Services (aka the Hub) spawned several new collaborative partnerships aimed at increasing the quantity and quality of adult/child book sharing activities including:
    - Training 38 Early Childhood Professionals to deliver the Language is Key and Early Words sessions to other providers and parents throughout our region who in turn trained almost 200 providers and parents.
    - Partnering with Josephine Community Libraries (JCLI) to catalog and distribute 30 themes book bags with activity guides to area child care providers.
    - Partnering with JCLI, WIC, and Head Start to offer family literacy activities at "Big Fun EIC Day" at the library; 105 new library cards written, and 1,200 new and used books were given away.
    - Partnering with SMART and four area child care programs to provide weekly 1:1 shared reading sessions for 75 preschoolers.
    - Partnering with Grants Pass School District, OHSU Extension Service, and College Dreams for "Books in the Park" to offer story times and free books at USDA free lunch sites in area parks.
    - Partnering with United Community Action Network to add another AmeriCorps position to serve as Early Literacy Mentor for this project; position has also been funded for the 2015-2016 school year.
- Evaluation team identified 113 new children, 50 of whom were under the age of three, thus addressing state and program targets to increase identification of birth to 3 year olds.
- Five different Early Childhood Services (ECS) staff provided different evening or Saturday training sessions for over 80 community preschool teachers or child care providers.
- Received the following grants:
    - $89,000 for the Early Literacy Outreach gran.t
    - $2,000 from Plum Creek Foundation to offer parent/child music classes in partnership with a local business.
    - $2,800 from the Autzen Foundation, also for music scholarships.
    - 7,000 from the Four Way Foundation to fund the match for our AmeriCorps Inclusion Support Specialist.
    - $2,200 from the SOELS Preschool and Kindergarten Innovation grant to sponsor a Mind in the Making book study group with ECS staff.

Medicaid Administrative Claiming (MAC)
- $ 251,804 in MAC claims (net after federal match and MAC service fees), on par with 2012-2013 school year. MAC claims were approved and paid within three months of each of the program's three quarters: fastest claim-to-payment turnaround in the 12 years since MAC's launch in 2002.
- Conducted 31 MAC training sessions, switching from less-than-successful online training to a "train-the-trainer" model to improve required training.
- Coordinated 15 MAC time surveys during three quarters of 2014-2015.
- Processed $ 21,252 in EI/ECSE billings for the 2014-2015 school year.

Orthopedic Impairments

- Provided 987 hours of non-Regional occupational therapy (OT) to 13 school districts and 11 STEPS/ECS classrooms; provided 521 hours of non-Regional physical therapy (PT) to 14 school districts and 11 STEPS/ECS classrooms.
- Provided occupational/physical therapy to 126 Regionally-eligible and 137 non-Regionally-eligible students.
- Two occupational therapists were hired. Mentoring new OTs was accomplished through a structured set of activities lead by other occupational and physical therapists.
- SOESD Occupational Therapists met to standardize the array of assessments they use for identification of eligibility of students who may qualify as orthopedically impaired and to determine services for students who are not regionally eligible as orthopedically impaired.
- Quarterly OI meetings continued for Region 3 via teleconferencing. Training was conducted at each meeting.
- OTs and PTs were evaluated under the new requirements under SB 290 for licensed evaluation. Professional and Student Learning and Growth goals were written by the OI team. Therapists met quarterly to identify artifacts they would use to build standards-based portfolios as an element of their summative evaluations.
- PTs and OTs attended five interdisciplinary trainings in the areas of AT, behavioral strategies, and feeding and swallowing.
- OI staff trained 103 component district staff in a variety of interventions including movement therapy, lifting and transfers, mobility, sensory programs, motor programs and use of equipment (e.g. wheelchairs and prone standers).
- Information about OI service model and activities was shared with the Regional Management Team.
- On an annual Consumer Satisfaction Survey, 99% of respondents rated OT services as "4" (Strongly Agree/Excellent) in terms of service, access to the curricula and behavior improvement; 82% of respondents found their students had greater overall independence.

Program for Deaf and Hard of Hearing

- Provided Sign Language Interpreter services for 37 students.
- Provided services for 152 students overall.
- Four students who are Deaf-Blind received services.
- Provided training to Regional teachers of the Deaf for ages birth to 21.
- Participation by more than 27 students who are deaf/hard of hearing in a successful two-day field trip to the Gallaudet University Deaf Brain Bowl Competition in Salem in February 2015. Students observed 17 teams from the West Coast competing including our Southern Oregon team. Our team place 5th in the overall competition. The trip included a sign interpreted tour of the Oregon State Capitol.
- Sponsored one deaf high school senior from Southern Oregon to the statewide welding competition.
- Provided a "Science Discovery Day for the Deaf" at ScienceWorks Museum in Ashland on April 3, 2015. 70 PDHH students attended.

Program for Visually Impaired
- Provided Braille services for 15 students.
- 117 students received services overall.
- Four students who are Deaf-Blind received services.
- Three Southern Oregon PVI teachers received training in the new <u>Teaching Age-Appropriate Purposeful Skills (TAPS) Orientation & Mobility Assessment and Curriculum</u> on as part of a statewide training at Linn-Benton-Lincoln ESD.
- Program Coordinator and Lead Braillist participated in development of the Oregon State Plan for implementing the new Unified English Braille (UEB) code beginning in the 2015-16 school year.
- Four Regional program Braillists attended the Pacific Northwest Association for Education and Rehabilitation of the Blind and Visually Impaired Conference in Vancouver, WA. Braillists received hands-on introductory training to the new UEB code which will be implemented as the new standard Braille code in the United States in 2016.
- Provided local UEB training to three Region 3 Braillists.
- Collectively utilized Braillists in Klamath, Josephine, Jackson and Douglas counties to handle tight braille production timelines for individual students across the region to guarantee access to general curricula.
- Provided a "Science Discovery Day for the Blind" at ScienceWorks Museum in Ashland for 25 PVI students.
- Responded to correspondence from around the world re: Oregon Project for the Blind and Visually Impaired for Preschool Age Children; revenue from publication sales offsets cost of Braillist FTE to component districts.

Psychological Services/Response to Intervention Services
- Completed 292 referrals in seven school districts for students age 4 (ECSE) to 21 (transition) with a team of six school psychologists.
- Met the department's 2013-15 professional goal of integrating Common Core State Standards and/or Essential Skills into psychoeducational evaluation reports.
- Provided consultation re: bilingual service models/supports.
- Completed bilingual psychoeducational evaluations for component districts.
- Assisted small districts with writing up ODE grant applications.
- Facilitated a collaboration meeting with SOU, RCC, and DDS for component districts to discuss eligibility/service requirements at SOU/RCC/DDS that qualify students for support services and accommodations.
- Co-facilitated a collaboration meeting for key stake holders from Jackson County Mental Health and local school districts re: JCMH services and eligibility requirements.
- Continued implementation of SB 290 evaluation system using the licensed evaluation standards/rubrics and an artifact-based evaluation model.
- Explored alternate Salem-Keizer LEGENDS School Psychologist rubric and decided to use with Salem-Keizer Teacher Rubric.
- Supported the STEPS and STEPS Plus Programs with behavior support and evaluation needs; wrote 73 FBAs/BSPs in STEPS and STEPS Plus.

- Lead continuous efforts at STEPS Plus to use the SCERTS model for assessment and IEP goal planning and provided on-going program-wide and individual FBA/BSP/CIP assessments and behavior data analysis.
- Contributed to Oregon Autism Commission's efforts by piloting and completing a Mental Health – School Psych ASD Assessment Training Needs survey.
- Conducted Social Skills groups for students in component district.
- Provided Crisis Response (Threat Assessments, Grief Counseling) to contracting districts.
- Made psychological assessments library available to component districts who are currently purchasing psychological services from SOESD.
- Assisted component school districts with planning, design, and implementation of various district-level systems and programs, e.g. tiered instructional and behavior support systems, continuum of special education placements/services, pre-referral and counseling/mental health referral processes, etc.
- Completed Response to Intervention Procedural Manual for Pinehurst School District.
- Established Check-In/Check-Out school-wide intervention at Butte Falls Charter School.
- Presented at PBIS conference re: Rural Schools and Implementation Science.
- Presented at EBISS meeting re: systems-level service delivery in Southern Oregon region and addressed interview questions about systems' level thinking and instruction leadership for district-level administrators, principals, and elementary and secondary teachers.
- Provided instructional coaching to increase rates of student engagement with a secondary science teacher; classroom management and explicit instructional strategies identified in an action plan. Engagement data measured. Modeled re-teaching of behavioral expectations for classroom in alignment of school-wide rules; student contracts signed. Triangulation of supports with administration.
- Coached and co-facilitated data team meetings for universal screening and progress monitoring data throughout school year. Supported implementation of new core program, informed intervention and training, facilitated decision-making toward that of evaluation.

School Nursing Services
- Provided over 3198 hours of school nursing services to eight districts and three SOESD programs.
- Trained over 100 classroom-based STEPS and STEPS Plus Programs staff and itinerant specialists in delegable nursing tasks and anticipated emergency protocols for students across 11 classrooms.
- Provided initial and refresher trainings in First Aid/CPR to STEPS, STEPS Plus, and component district staff.
- Trained component district staff in delegable nursing tasks and anticipated emergency protocols for students across eight districts.
- Piloted Salem-Keizer LEGENDS rubric for school health nurses and determined to use rubric in 2015-16 school year.
- Met at or above criteria the school nurses' Professional Goal and Student Learning and Growth Goal.

SEAS (Special Education Automation Software)
- Managed 4,250 IEPs in 12 school districts.
- Conducted a new user-refresher webinar training for 10 staff in four districts during districts' scheduled professional development time to decrease need for staff absence/substitute costs.

Speech-Language
- Provided 91 hours of bilingual S-L evaluations to component school districts.
- Provided speech-language services to nine districts and three SOESD programs.
- Provided feeding/swallowing services to four districts and three SOESD programs.
- Received overall average consumer satisfaction rating of 3.98 (out of 4) from 39 surveys.
- Created and posted parent-friendly webpage "SLP Favorite Apps" on the SOESD website featuring 33 tablet apps vetted by our SLPs/SLPAs.

STEPS Program
- The differentiated model of STEPS Program to serve students by like needs was implemented for the 2014-2015 school year. Classrooms were organized for students without significant behaviors (STEPS), students with significant behaviors (SAFE), medical/care needs (CARE), and Transition. Classrooms for students with medical/care needs showed the greatest benefit in the homogeneous grouping. Good progress in the areas of independence and self-regulation were seen in the other groups of students.
- Classroom licensed and classified STEPS staff learned more about using AT to encourage students in expressive communication. SAFE staff training focused on use of the 5/Point Scale. CARE staff learned how to stimulate students to make choices. Transition staff worked with the Youth Transition Program specialist to help students identify their transition goals. All STEPS Program staff were trained in CPI Nonviolent Crisis Intervention, First Aid and CPR, Medication Administration, Lifting and Transfers, and Assistive Technology (iPads general settings, accessibility features, apps and organization).
- Teachers attended professional development through SOESD and outside organizations including SB 290 evaluation process, Inclusive Shared Reading, The Incredible 5 Point Scale, AT Now, and Transition Together.
- Special Programs AT team attended AT Now Conference in Salem.
- Teachers were informed and trained in the new requirements under SB 290 for licensed evaluation. Professional and Student Learning and Growth goals were written by STEPS classroom teams. Using a Professional Learning Community framework, teachers met monthly to identify artifacts they would use to build standards-based portfolio as an element of their summative evaluations.
- A new biennium contract was awarded for our continuing to provide Youth Transition Program services for Jackson County school districts.
- SOESD was asked by Oregon Department of Education to host a new position in 2013, Transition Network Facilitator (TNF), to help districts, private and governmental agencies learn about Oregon's Governor Executive order No. 13-04. As of July 1, 2015, the state's offices of Developmental Disability Services and Vocational Rehabilitation

Services no longer funded sheltered workshop placements for workers already laboring in them or those eligible for those services. This TNF service was provided at .5 FTE across four counties.

STEPS Plus
- Served 15 students from five school districts (Central Point, Medford, Phoenix-Talent, Eagle Point, and Three Rivers).
- Students made progress with data showing positive growth on IEP goals.
- Number of restraint/seclusion incidents decreased 72% compared to last year (from 18 to five).
- Fully implemented Social Communication Emotional Regulation and Transactional Support (SCERTS) model through collaboration efforts between speech-language, psychology and autism service providers.
- Combined expertise/seniority in the classroom = 236 years of licensed experience.
- Consumer satisfaction surveys completed by parents, DDS, and special education administrators) indicate overall positive feedback with a 3.6 out of 4 rating.

Traumatic Brain Injury (TBI)
- Monthly regional liaison meetings were held via Go-to-Meeting providing efficiency through the reduction in travel time and associated costs. This is a change in holding quarterly meetings on site.
- TBI communications and newsletters were forwarded to all Region 3 TBI team members.
- "Tidbits" newsletters were shared with district special education administrators of three counties.
- Information about TBI services and website was shared with the Regional Management Team.

Technology and Media Services

Computer Information Services (CIS)
- SOESD negotiates and manages multiple consortium price agreements that save districts time and money, including:
  o ESET Antivirus
  o Follett Destiny Library Management
  o Internet Bandwidth
  o M86 Web Content Filter
  o MailArchiva Mail Archiving
  o Site-in-a-Box Website Content Management System
  o Tangent Barracuda Spam Filter
- To date, provided over $336,000 in ongoing regional hardware and software cost savings from the consortium contract for Follett library management services hosted at SOESD.
- Provided leadership in recommending and deploying data centers in local districts that has proven savings of approximately 47% through reduced hardware and software costs, and resulted in business continuity for critical education information systems.

- Hosted region-wide call center available to all districts, providing multi-tier help desk, phone, remote, and onsite technical support.
- Developed and provided the Regional Help Desk solution to local districts. The Help Desk solution provides incident tracking, remote computer control, hardware/software inventory management, automated communication via email, end-user satisfaction surveys, and reporting tools.
- Customized Help Desk software for Ashland, Central Point, Eagle Point, Grants Pass, Three Rivers and Klamath Falls City.
- Developed and provided the PDNetworks online professional development registration and PDU management system used by districts across the region for both regional and internal professional development management and PDU tracking.
- Administered the agency's 24x7 data center hosting over 70 virtual servers to provide critical education information systems to local schools.
- Facilitated Southern Oregon IT Managers meetings, fostering collaboration to create and coordinate regional opportunities and support for the use of technology to positively impact curriculum, instruction and assessment in order to raise student achievement.
- Responded after hours to emergency requests to resolve failed servers or data center components (Ashland, Central Point, Phoenix-Talent, Grants Pass, Klamath County, Rogue River, Three Rivers).
- Upgraded and maintained servers, software, data center operating and storage systems in virtual data centers of several districts (Ashland, Butte Falls, Central Point, Eagle Point, Grants Pass, Klamath City, Klamath County, Medford, Phoenix-Talent, Pinehurst, Prospect, Three Rivers).
- Helped configure and support Meraki Mobile Device Management for district iPads (Ashland, Butte Falls, Klamath County, Phoenix-Talent, Prospect, and Rogue River).
- Provided hosting, training and support of Moodle learning management systems (Medford, Klamath County, and Grants Pass).
- Responded to numerous custom software programming needs including student account automation and help supporting single sign-on solutions. Helped manage and program UMRA automated student and staff account provisioning for Ashland, Klamath County, Three Rivers, and Rogue River.
- Set up and helped maintain Google Apps / Office 365 cloud based services (Ashland, Grants Pass, Eagle Point, Klamath County, Pinehurst, Phoenix-Talent, Prospect, Rogue River, Three Rivers).
- Assisted with research, purchase, and installation of computer hardware for various CTE programs of study throughout the region.
- Responded to request for emergency computer setup and after-hours emergency district-wide student account provisioning for the start of school.
- Assisted Klamath County with the new Central Office Data Center Build-out including new servers and Storage Area Network, and Voice over IP Phone system.
- Provided technical support for 216 regional events as well as the Ed Tech Summit.
- Planned and implemented upgrade of regional internet bandwidth to 10Gbps allowing for mobile one to one initiatives and support for online learning and assessment.
- Assisted Rogue River with deploying 100+ Chromebooks for the Jr/Sr High along with the three Bretford Carts.

- Hosted Infinite Visions Business Accounting Systems (Butte Falls, Prospect, Eagle Point).
- Provided primary support for computers and wired / wireless networks in Pinehurst.
- Planned and designed district email conversion to Google Apps for Three Rivers.

Electronic Services
- Completed over 1000 Help Desk requests for in-shop repair and field installation.
- Installed fiber/network drops for new district office building (Klamath Co.).
- Installed IP surveillance cameras at the new bus barn building (Klamath Co.).
- Installed wireless access points district-wide in Central Point School District and Rogue River School District.
- Installed new lab at Walker Elementary School with 32 network drops.
- Installed new intercom system at Scenic Middle School.
- Added and installed speakers throughout Eagle Point High School.
- Provided security surveillance consultation with district IT and maintenance departments.
- Installed wireless access points throughout Pinehurst School.
- Assisted with ongoing demolition and remodel of Klamath Union High School with cameras, network, and wireless.
- Installed and combined two new intercom systems for both Table Rock Elementary campuses.
- Re-programmed bell schedules and installation/repairs of intercom systems at multiple sites.
- Installed intercom speakers throughout Klamath Falls City Schools.
- Installed speakers at Central High School (Medford School District).
- Installed fiber/network to portables at Illinois Valley High School.
- Installed network drops for wireless access points at Williams Elementary.
- Installed televisions at Talent Middle School.
- Installed and repaired LCD Projectors and interactive whiteboards.
- In-Shop/Field repairs of laptops / computers, printers, and audio/visual equipment.
- Provided consultation, system design, installation for new and existing equipment, sale of electronic parts and repair of equipment for component school districts, e.g. wireless access points, internet connection, interactive boards, LCDs, surveillance cameras, CATV, CCTV, printers, intercoms.

Media Library and Courier Services
- Distributed 8804 physical and SOESD-digitized media materials worth $397,828.09.
- Provided Learn360 digital streaming content to all districts valued at $24,154.55 (17,360 titles streamed).
- Provided World Book Online academic databases supporting increased student research valued at $48,802.05 (accessed 381,543 times by districts).
- Added $10,500 worth of professional development materials, custom digital content, DVDs, kits, models, and science, social studies, and health poster sets.
- Continued integration of SOESD on-line booking and streaming of media materials utilizing Learn360, custom digitized content, Khan Academy, and PBS.
- Transferred digitized instructional materials to mp4 format, allowing for use across the multiple computing platforms used in SOESD constituent districts.

- Created and facilitated meetings of a Professional Learning Community of certified teacher-librarians in the SOESD service area.
- Provided instructional materials trainings that were aligned to Common Core and Smarter Balanced to teaching and school library staff in SOESD constituent districts.
- Supported school library staff throughout the SOESD service area with a variety of topics and resources related to effective and efficient future-ready school libraries.
- Provided students in the SOESD service area access to digitized instructional materials through student accounts in Learn360.
- Provided monthly calendar of current events to SOESD booking system users and school library personnel along with curriculum-aligned SOESD materials related to those events.
- Reliably delivered SOESD and school district resources, documents, and mail via Courier Services to participating districts and regional partners.
- Upgraded SOESD online booking system to hosted cloud server to proactively decrease cost and increase service stability.

Network Services
- Provided Internet bandwidth to local districts. Districts enjoy virtually unlimited bandwidth for mission critical education services such as OAKS/Smarter Balanced testing, Google Apps, business information systems, student information systems, and the Internet2 education and research network.
- Implemented network monitoring and analytic solution for regional and district analysis to help troubleshooting, to determine strategies for maximizing traffic, and to forecast future bandwidth purchases.
- Provided emergency network diagnosis and repair for district-wide wired and wireless network failure in multiple school districts.
- Responded to network failure, virus attacks, and Denial of Service network attacks affecting multiple districts.
- Installed, programmed, maintained, and troubleshot network switch, router, firewall and wireless network infrastructure at multiple school districts.
- Provided network support for interactive video conferencing.
- Wireless Networking:
  - Supported district-wide roll-out of wireless networking (175+ wireless access points), by installing switches, controllers and wireless access points in Klamath County.
  - Configured the physical network for the wireless deployment, configured wireless controller, and deployed 40 wireless access points in Klamath Falls City.
  - Supported the district-wide roll-out of wireless networking (39+ wireless access points, 11 switches), by installing switches and wireless access points for Rogue River School District.
  - Conducted predictive wireless survey for wireless network deployment in Ashland, Butte Falls, and Central Point. Currently conducting wireless surveys for Three Rivers.
- Provided firewall installation/configuration/support (Pinehurst, Prospect, and Rogue River).
- Reconfigured wireless network to support secure authentication and network prioritization for Butte Falls and Pinehurst.

- Setup a new 100Mbps fiber optics in Gilchrist (Klamath County) to replace aging T1 Internet connection.
- Provided installation support for a new CIPA Web Filters for Ashland and Butte Falls.
- Provide consulting for districts filing for eRate (Prospect, Butte Falls, and Pinehurst).

Online and Distance Learning / Videoconference (IVC) Services
- Provided over 8000 hours of video connections throughout the SOESD service region, providing cost-effective connections to regional and statewide meetings and collaboration, Spanish and Mandarin instruction, and professional development and college classes for teachers.
- Over 410 hours of video conference content, including World Language classes, saved in streaming format for later viewing.
- Supported teacher professional development by bridging over 350 hours of SOU classes among several sites: SOU (Ashland), SOU (Medford HEC), OIT, SWOCC (Brookings), SWOCC (Coos Bay), and UCC.
- Over 600 hours of videoconference-based classes, including 2 levels of Spanish, 3 levels of Mandarin, and elementary enrichment classes.
- Oregon Online served 247 students in 3 terms (Summer, Fall, and Winter/Spring) during the year, with an overall passing rate of 85 percent. 14 of the 51 valedictorians from Rogue Valley schools in 2015 took classes through Oregon Online.
- Summer of 2015 (technically part of the 2015-16 school year) had an increase in enrollment over the previous few years, with Medford enrolling 64 and Central Point enrolling 22 for summer alone.

Instructional Technology Integration Professional Development
- Organized and produced the 5th annual Southern Oregon Educational Technology Summit in collaboration with SOU School of Education and the SOESD Ed Tech Cadre, providing training for 501 participants.
- Organized and produced the 2nd Annual Southern Oregon SuperQuest in collaboration with Oregon Computer Science Teachers Association and the Southern Oregon Career and Technical Education Consortium, providing training in CAD, 3D printing, robotics, and iPads for 70 participants.
- Organized and produced the 2nd annual Southern Oregon Google Summit in collaboration with Oregon Virtual School District and the SOESD Ed Tech Cadre, providing training in the use of Google Apps, iPads, Chromebooks, and student engagement for 86 participants.
- Hosted 4 meetings of Southern Oregon Ed Tech Cadre, with over 40 members from the Southern Oregon region, empowering participants to provide training for other educators in best practices for integrating instructional technology into classrooms.
- Collaborated with University of Oregon and Oregon Writing project to use immersive-world technology (Second Life) to facilitate professional development for teaching writing to teachers from small, rural school districts in Southern Oregon.
- Second annual 2-day Library of Congress (LOC) teacher professional development for 16 participants, helping teachers learn how to utilize the LOC's vast collection of online primary sources to support the Common Core.

Proposed SOESD Local Service Plan for 2016/2017

Program Overview and Comments

Southern Oregon ESD provides an array of services to our constituent districts. Those services have been organized within the four "core service areas" as outlined in the legislation for our Local Service Plan. We have a long-standing, positive working relationship with our districts and together we annually review and revise services to best meet their needs. Our 2016-2017 Local Service Plan includes all core services as required by ORS 334 and additional services identified as needed by our local districts.

Noteworthy Impacts for 2016-17

Increasing Regional Collaboration Activity:

For the past four years, SOESD has become increasingly involved at a leadership level in regional collaboration efforts throughout the prenatal to college and career (P-20) continuum. We see collaboration and partnership at the heart of better serving students. SOESD's nurturing of collaborative partnerships, leadership, and involvement in regional efforts has been of significant assistance to the region in acquiring grant and contract dollars, resulting in substantial new and expanded funding in our region, including funding for the Southern Oregon Early Learning Services (SOELS) Early Learning Hub, Southern Promise dual-credit articulation initiative, distance education, teacher and student mentoring, CTE revitalization, and much more.

This regional leadership work will continue and expand during the 2016-2017 school year. As an example, through partnership with other fiduciaries, SOESD has assisted the region in forming an increased and sustainable funding source for much needed backbone support to lead the Southern Oregon Success Regional Achievement Collaborative, and SOESD has been selected to house the newly created Southern Oregon Success (SORS) Project Manager position.

Examples of our recent collaborative projects beyond our other historic regional models include:

- **Regional Achievement Collaboratives**: SOESD has been very involved with the development and expansion of the Southern Oregon Success and Klamath Promise Regional Achievement Collaboratives (RACs), and the development of stable funding, and housing the SORS RAC Project Manager position. SOESD believes firmly in our RACs as collaborative and synergistic organizations that coalesces a focus on the success of children, family, and communities throughout the prenatal to college and career continuum.

- **SOELS Early Learning Hub**: SOESD is currently the fiscal agent and provides leadership and direction for the Jackson/Josephine Southern Oregon Early Learning Services Early Learning Hub. As one of the pillars of the SORS RAC, SOESD believes firmly in the work of the RAC to coordinate the regional early childhood system and help cross-sector collaboration, innovation, and efficiency ensure that every child in Southern Oregon enters kindergarten safe, healthy, and ready to achieve success.

- **College and Career for All Hub**: As part of our RAC efforts to support students' post-secondary success and fuel economic vitality, SOESD has been a leadership partner in the creation of a College and Career for All Hub (CC4A). This hub represents a commitment by K-12, higher education, business, industry, and community partners to bring rigor, relevance, and hands-on project based, contextualized learning through dual-credit courses aligned with career paths leading to high wage, high skill, and high demand career paths. The CC4A Hub coordinates the parallel efforts of advanced and dual credit, Career Technical Education, STEM (Science, Technology, Engineering, and Mathematics), and career related learning experiences.

- **Southern Oregon STEM Hub**: In support of the CC4A Hub and the SORS RAC, SOESD provides leadership and support for the state recognized Southern Oregon STEM Hub and is pursuing state funding to expand backbone support and programming.

Expanded Services Supporting Children, Families, and Communities

SOESD continually strives to provide value to our communities through our service to students, families, districts and communities. As part of our constant strive to provide service, responsiveness and expertise, we have added several new programs starting July, 1 2015 that address the need to strengthen families and communities to promote student success:

- **Child Care Resource Network (CCRN)**
  www.soesd.k12.or.us/ccrn
  Child Care Resource Network supports the efforts of our Southern Oregon Early Learning Hub, offers services to Southern Oregon's Jackson, Josephine, Klamath and Lake counties, facilitates improvement of child care providers through implementation of the Quality Rating & Improvement System (QRIS), and is part of a nationwide child care resource and referral network. This service is highly relevant to our continuum of efforts to support children and families from prenatal through college and career. We know that starting with healthy families and ensuring the quality of children's early learning experiences increases chances for their success as they enter kindergarten and progress through their elementary, secondary, and post-secondary experiences.

  CCRN's scope of work includes:
  o Trainings for providers to become and stay licensed and improve their quality of care.
  o Provider coaching around best practices for health and safety, early literacy, special needs care, operating a small business, partnering with parents, and more.
  o Consumer education on quality child care and best practices.
  o Helping businesses identify ways to support their staff needing childcare through tax benefits and provider networks.
  o Referrals for parents seeking child care through a database of over 500 child care providers.

- **Family Support and Connections (FS&C):**
  www.soesd.k12.or.us/fsc
  Family Support and Connections is a statewide program designed to help families meet the challenges of being a parent in the world today. Family Support and Connections is available to TANF clients and any other family that is struggling. A local family advocate is assigned to each family to help develop an individual plan to overcome concerns related to:

o Finding resources	o Domestic violence
o Emergency services	o Mentoring
o Arranging child care	o Budgeting
o Arranging transportation	o Alcohol and drug treatment
o Children's behavioral issues	o Parenting
o Job issues	o Goal setting
o Housing assistance	o Getting an education
o Crisis intervention	o Other needs

- **Long Term Care and Treatment (LTCT)**
  www.soesd.k12.or.us/ltct
  Responding to the desire from several districts for SOESD to coordinate the Long Term Care and Treatment contracts these districts previously held with ODE, SOESD was awarded the LTCT contract for the 2015-2017 biennium to facilitate programs in four districts.

  Long Term Care and Treatment provides education programs for students who have been placed by state agencies, school districts, or privately in day and residential treatment facilities. The children served by these programs have a variety of therapeutic and educational needs. These students require schooling in a protected environment in order to protect the health and safety of themselves and/or others, and to allow the treatment process to extend into the school day in order to fully implement the treatment plan.

  The goal of Long Term Care and Treatment Education Programs is to provide a high quality, therapeutic environment where children will gain the behavior skills and abilities to function successfully in a non-institutional environment. Treatment programs operate under strict mental health standards. The treatment program must encompass all aspects of the child's life and close coordination of the education and treatment plans is essential. The LTCT programs work with local schools and agencies to facilitate a successful transition back to the local public school and/or community whenever possible.

Shifts in STEPS, CARE, SAFE, and TRANSITION

The SOESD STEPS Program serves students ages 5-21 with severe and/or multiple disabilities, including intellectual disability, autism, orthopedic, traumatic brain injury, and medical health needs. The program is characterized by a low student-staff ratio, individualized special instruction, a modified curriculum, specialized equipment and materials, and a team of

specialists providing additional instruction, therapy, and staff training and consultation to augment the variety of classroom-based services.

In 2014, districts reduced the number of students in STEPS classrooms by about 40%. This resulted in SOESD staff reductions and fewer numbers of classrooms. In 2015, SOESD responded to district request to alter the STEPS Program differentiated model of providing services in CARE, SAFE, STEPS, and TRANSITION classrooms, to seek efficiency by combining STEPS and SAFE classrooms. Benefits of the differentiated models include more direct related service/specialist time for student instruction and staff training/support, and more focused curriculum and behavioral intervention approaches to address students' individualized needs. Careful attention is taken to involve students in routine school activities and the regular education curriculum, and in Transition, appropriate community-based, life skills instruction and activities. In all STEPS classroom models, the IEP is the guide for student planning.

SOESD is currently exploring other models of service delivery for the STEPS Program in partnership with our districts, including a collaborative approach of service sharing between districts with SOESD providing classrooms, teachers, consultation, specialists, and administrative services. While it is not yet clear if this is a model that will be adopted, the current model will be maintained, or a new model will emerge, SOESD will continue to seek how we can provide a regional advantage through services that best meet the needs of students in our region.

Digital Curriculum and Mobile Technologies

In the fall of 2014 the former Department of Technology and Media was combined with the Department of School Improvement to form the Department of Technology, Media, and School Improvement. Also in the fall of 2014 staff reductions were made in the Media Materials Program and services were expanded in Instructional Technology in accordance with priorities noted by area school districts.

In 2015 we continue to believe firmly in the merger of the two departments as a model for districts with a vision of technology working as a tool to support teaching and learning. In 2015 this vision remains strong as we welcome new leadership in the Technology, Media and School Improvement Department. As planned, we have formed a Media Advisory Council of district leaders to guide our vision for shifts in the Instructional Media Materials Program. These shifts represent SOESD's responsive leadership in supporting districts with digital learning, online and electronic curriculum, blended learning models, and effective instructional practices using technology to support content standards.

District Withdrawal Considerations:
In March of 2014 Grants Pass School District's Board of Directors elected to formally withdraw from Southern Oregon Education Service District and then requested to purchase back a number of services at a surcharged rate. In 2015 SOESD met with the GPSD district leadership team as they did with all other districts in the region, to discuss and determine needs, and to align SOESD services to meet those needs along with and in consideration of the other districts in the

region. Grants Pass School District continues to purchase a number of services from SOESD, and also continues to be a valued partner in collaborative regional efforts.

As an example, SOESD applied for and received a $488,432 grant as part of a regional collaborative project between the Grants Pass School District, the Medford School District and ScienceWorks to revitalize Career and Technical Education and provide hands-on, project-based learning experiences for students aligned with high-wage, high-demand, high-skill career paths, as part of our College and Career for All Movement in Southern Oregon. The grant activities using mobile labs have the opportunity to eventually impact the entirety of Southern Oregon.

In November of 2014 the Southern Oregon ESD Board of Directors received notice of "intent to withdraw" from the Jackson County School District #9 (JCSD #9) Board of Directors. That announced intent was for the stated purpose of conducting a due diligence study of service costs and benefits. In 2015, that study was concluded, and JCSD #9 decided not to withdraw from SOESD.

New Services for 2016-2017

As part of the formation of the 2016-2017 Local Service Plan, SOESD consulted the leadership teams of all 13 school districts in our region, synthesized their stated needs, and collaboratively agreed with services to meet their changing needs:

- **Assistive Technology**
  Several years ago districts indicated a reduced need for help from SOESD with assistive technology, and SOESD responded by reducing resources used to maintain the assistive technology lending library and also reduced staff that provided assistive technology expertise. As part of the formation of the 2016-2017 Local Service Plan, districts have indicated a renewed interest in SOESD providing support for assistive technology and Accessible Educational Materials (AEM). SOESD has already responded by coordinating resources to support districts with these efforts.

- **Attendance Services**
  SOESD provides contracted attendance specialists who assist districts with promoting strong school attendance and help students who are struggling to develop a plan for success in the education system. Currently attendance specialists work to help get students who have dropped out back into school or in an alternative educational program that will allow them to be successful now and in their futures. SOESD has been asked to support districts with new approaches to student attendance through additional proactive and collaborative problem solving techniques to meet student needs. SOESD has already responded through the establishment of an attendance leadership team, coordination of attendance audit services, and aligning attendance specialists' approaches to integrate with shifting district efforts.

- **College and Career for All**
  Districts have asked SOESD to continue to provide leadership and support of the College and Career for All (CC4A) Hub. This hub represents a commitment by K-12, higher education institutions, business, industry, and community partners to bring rigor,

relevance, and hands-on project based, contextualized learning through dual-credit courses aligned with career paths leading to high wage, high skill, and high demand career paths. The CC4A Hub coordinates the parallel efforts of advanced and dual credit, Career Technical Education, STEM, and career related learning experiences.

- **School Safety**
  Districts have asked SOESD to coordinate regional risk assessment teams as well as integrated efforts of emergency response organizations with school's critical incident plans to provide a safe environment for our local schools in Jackson, Josephine and Klamath Counties. SOESD has already responded with initial coordination of local and state resources to provide training and support for level 1 district threat assessment teams and leadership for the formation of level 2 community-based multidisciplinary teams of education, mental health and law enforcement professionals.

- **Teacher and Specialist Recruitment**
  Tightened budgets during the recent economic crisis contributed to existing challenges in attracting and retaining teachers and specialists. The impact that reduced school funding has had on teacher salaries and class size is a contributing factor to a teacher shortage in the region and the state. SOESD and the districts we serve face challenges recruiting teachers, especially in specialist positions. Districts would like SOESD to assist with attracting and hiring teachers and specialists.

- **Teacher Mentoring**
  Southern Oregon ESD has been working for the past eight years with local districts through SOESD's Mentor Program to increase teacher effectiveness and retention by providing support for new teachers and administrators through their critical first and second years in the profession. The program is highly successful and has three goals:

  #1 Retain teachers in the field.
  #2 Increase teachers' instructional practice.
  #3 Increase student achievement.

  Research shows that teachers participating in mentor programs stay in the profession due to the tremendous support and coaching they receive. Data collected by the New Teacher Center from teachers who had been participating in the New Teacher Project (SCNTP) mentoring program on which the SOESD program is based showed that after six years, 94% were still in education and 88% were still classroom teachers.

  The mentor program is funded by SOESD's successful application for a competitive ODE grant. Currently 8 of the 13 districts participate in the Mentor Program funded by the grant. Teacher mentoring is a proven model for teacher effectiveness and retention, but the requirements of the ODE grant don't meet the needs of all districts. Several districts have requested that SOESD support an alternative model for teacher mentoring.

Services to Be Offered/Provided In 2016-2017

Administrative/Business Services

General Fund

2015-2016 SOESD Resources Allocated to Administrative/Business Services - $4,153,366
Percentage of SOESD Resource Funding – 20.94%

- Business Officials Meetings
- Home School Registration and Legal Requirements
- Payroll Professionals Meeting
- Professional Development for Administrators
- Superintendents Association
- Opt-Out Funding – Grants Pass School District #7
- Risk Assessment Task Force
- College and Career for All Leadership
- Teacher, Specialist, and Administrator Recruitment Services

Other Services
- Cooperative Purchasing
- Business Information Software Hosting
- Medicaid Administrative Claiming (MAC)
- Rogue Valley Wraparound Initiative Representation
- AESOP Substitute System
- Substitute Management Services
- Unemployment Management Services
- Affordable Care Act – Hour Tracking Software Support (WorxTime)
- Regional Achievement Collaboration (RAC) Coordination

School Improvement Services

General Fund
2015-2016 SOESD Resources Allocated to School Improvement Services - $1,008,070
Percentage of SOESD Resource Funding - 5.08%

(Note to superintendents – this area includes funding for the Oregon Online Program as well as partial funding for CTE and ELL/Migrant administration and support. It also includes some attendance services as well as the $90,000 budget for the Curriculum Director group approved by you.)

- Support for regional Curriculum Directors Group to provide staff development (past examples include region-wide training in Common Core, Proficiency, Formative Assessment, Smarter Balanced, Keep Learning on Track, and more).
- State initiatives and other grant writing and development.
- Oregon Online
- Culturally Responsive Education Training
- Early Learning Hub Leadership-Jackson/Josephine County
- Instructional Technology support and Professional Development (Southern Oregon Technology Summit, Ed Tech Cadre, IT consulting, Apple iPad and other personal computer devices and workshops)
- Instructor Appraisals/CTE Teacher Licensing
- Migrant/ELL Program Technical Assistance – ELL Regional Meetings
- Oregon Mentor Grant Support
- Perkins Grant Management
- Program of Study Development and Compliance
- Regional Achievement Collaborative Leadership and Development
- Southern Oregon Career and Technical Education Consortium (SOCTEC)
- Title I C and Title III Grant Management and Consortium Facilitation

Other Services
- Attendance Services
- Child Care Resource Network (CCRN)
- Classroom at Crater Lake
- Constructing Meaning (CM) Training/Coaching
- Culturally Responsive Education Training
- Family Supports and Connections (FS&C)
- Guided Language Acquisition Design (GLAD)
- Indian Education Services
- Listo Family Literacy
- McKinney-Vento Homeless Partnership
- Migrant Parent Advisory Committees
- Migrant Pre School, After School & Summer School Programs

- Oregon Mentor Grant- Mentoring for Beginning Teachers and New Administrators
- New Teacher and New Administrator Mentoring Program Services
- Oregon Statewide System of Support
- Perkins Grant
- Sheltered Instruction Observation Protocol (SIOP) Training/Coaching
- Systematic English Language Development (SELD) Training/Coaching

Programs for Children with Special Needs (Special Education Services)

General Fund
>   **2015-2016 SOESD Resources Allocated to Children with Special Needs - $11,772,726**
>   **Percentage of SOESD Resources Funding - 59.35%**

- Assistive Technology Library and Support
- Audiological Services
- Autism Consultants (non-regional eligible)
- Braillists/Compensatory Services
- Occupational Therapists (non-regional eligible)
- Physical Therapists (non-regional eligible)
- Psychological Services/Response to Intervention (RTI)
- School Nursing Services
- Sign Language Interpreters
- Special Education Administrators Association
- Special Education Automation Software (SEAS)
- Speech/Language Services
- STEPS Program (CARE, STEPS/SAFE, Transition)
- STEPS Plus Program (Cognitively and Behaviorally Challenged)

Other Services
- Early Intervention/Early Childhood Special Education (Josephine County)
- Effective Behavioral and Instructional Support Systems (EBISS)
- Medicaid Administrative Claiming
- Special Education Professional Development Opportunities
- Southern Oregon Regional Low-Incidence Program
  - Oregon Project for Visually Impaired and Blind Pre-School Children
  - Oregon Regional Program Autism Training Sites (OrPATS)
  - Autism Services
  - Deaf-Blind Services
  - Program for Deaf and Hard of Hearing (PDHH)
  - Program for Vision Impaired (PVI)
  - Program for Severely Orthopedically Impaired (SOI)
  - Regional Advisory Council
  - Traumatic Brain Injury (TBI)
- Long Term Care and Treatment Education Programs (LTCT)
- Transition Network Facilitator

Technology Services (Technology and Media Services)

General Fund

2015-2016 SOESD Resources Allocated to Technology and Media Services - $2,902,784
Percentage of SOESD Resources Funding - 14.63%

- Computer services, region-wide help desk service and support, and remote and on-site technology support.
- Computer programming applications, data management, and website development and support.
- Computer data center engineering, installation, and support.
- Courier delivery of agency resources to participating districts and regional partners.
- Courier delivery of school resources, documents and mail to participating districts and regional partners.
- Electronic equipment repair and maintenance: in-house and on-site (computers/laptops, printers, LCD projectors, and laminating equipment).
- Electronic field services, including bid specifications, for installation and support, e.g. surveillance systems, intercoms, wireless access points, and interactive whiteboards.
- Electronic Services bid specifications preparation for school districts' Media Specialist Services.
- Media online subscriptions containing World Book and other resources.
- Media lending library containing instructional resources in all curricular areas.
- Curriculum preview center for print, digital, and online curriculum resources
- Media video streaming with Learn360 collection.
- Network design, installation and troubleshooting.
- Network service and support of Local Area Networking (LAN) and Wide Area Networking (WAN).
- Network planning, support and service for Wireless Local Area Networking (WLAN).
- Network planning and support for Voice over Internet Protocol (VoIP) telephone system.
- Network Services – eRate consulting for schools and the ESD.
- Videoconferencing and distance learning for K-12 student Spanish and Chinese classes.
- Video conferencing for regional collaboration, professional development and staff training, electronic field trips, and special events.

Other Services

- Cooperative purchasing of electronic equipment for schools.
- Classroom at Crater Lake.
- Management and maintenance of Follett Destiny Library Software system.
- Video conferencing and distance learning for K-12 student Spanish and Chinese Classes.
- VoIP agency-wide support services and consulting support for schools.
- Division 22 Librarian Services.

Measurement and Measurement Data Type

Administrative/Business Services

Service	Measurement Data Type				Individual(s) Responsible
	Effort	Impact	Efficiency	Customer Satisfaction	
General Fund					
Business Officials Meetings		B4		D1	Howard George
Home School Registration and Legal Requirements	A1				Scott Beveridge
Medicaid Administrative Claiming (MAC)	A1, 4				Susan Peck/Mark Earnest
Payroll Professionals Meeting	A1			D1	Howard George
Superintendents Association	A1				Scott Beveridge
Other Services					
Cooperative Purchasing		B4		D1	Howard George
AESOP System		B4		D1	Howard George
Substitute Management Services		B4		D1	Howard George
Regional Achievement Collaborative Leadership	A1, 4	B3			Scott Beveridge

School Improvement Services

Service	Measurement Data Type				Individual(s) Responsible
	Effort	Impact	Efficiency	Customer Satisfaction	
General Fund					
College and Career for All Movement Leadership	A1, 4	B3	C2	D4	Scott Beveridge
Culturally Responsive Education Training	A1, 4	B1,2	C1	D1,2	Charlie Bauer
Instructor Appraisals/CTE Teacher Licensing	A1, 4				Brian Robin / Robert Emerson
Instructional Technology (Southern Oregon Technology Summit, Ed Tech Cadre, IT consulting, Apple iPad and other personal computer devices and workshops)	A4		C1	D1	Virginia Petitt / Robert Emerson
Migrant/ELL Program Technical Assistance – ELL Regional Meetings	A1, 4	B2,3	C2	D1,2	Charlie Bauer
Perkins Grant Management	A4			D1,2	Brian Robin / Robert Emerson
Oregon Online virtual student classes in Southern Oregon and outside Southern Oregon	A1, 4	B4,5		D1,2	Debbie Connolly
Curriculum Director Regional Group Facilitation and Assistance in Region-Wide Staff Development Implementation	A1, 4	B3,4	C1	D1,2	Robert Emerson/ Debbie Connolly
Program of Study Development and Compliance	A1, 3, 4				Brian Robin / Robert Emerson
Southern Oregon Career and Technical Ed Consortium (SOCTEC)	A1, 4			D1, 2	Brian Robin / Robert Emerson
Title I C and Title III Grant Management and Consortium Facilitation	A1, 4	B2, 3	C2	D1,2	Charlie Bauer
Other Services					
Attendance Services	A1, 2, 4	B1,3 4, 5	C1	D1,2	Scott Beveridge
Classroom at Crater Lake	A1			D1,2	Scott Beveridge
Culturally Responsive Education Training	A1, 4	B1,2	C1	D1,2	Charlie Bauer
Constructing Meaning Training/Coaching	A1, 3, 4	B1,2	C1	D1,2	Charlie Bauer
Guided Language Acquisition Design (GLAD)	A1, 3, 4	B1,2	C1	D1,2	Charlie Bauer

Indian Education Services	A1, 2	B1,3 4	C1	D1,2	Charlie Bauer
Listo Family Literacy	A1, 2, 4	B2,3	C2	D1,2	Charlie Bauer
Southern Oregon Mentor Consortium Grant	A1, 3, 4	B1, 4	C1	D1, 2	Rea Snyder/ Robert Emerson
Migrant Parent Advisory Committees	A1, 2	B2,3	C2	D1.2	Charlie Bauer
Migrant Pre School, After School and Summer School Programs	A2, 4	B2,3 4	C2	D1,2	Charlie Bauer
Perkins Grant Activities	A1, 4	B1, 5		D1,2	Brian Robin / Robert Emerson
Sheltered Instruction Observation Protocol (SIOP)Training/Coaching	A1, 3, 4	B1, 2	C1	D1,2	Charlie Bauer
Systematic English Language Development (SELD) Training/Coaching	A1, 3, 4	B1, 2	C1	D1,2	Charlie Bauer

Programs for Children with Special Needs (Special Education Services)

Service	Measurement Data Type				Individual(s) Responsible
	Effort	Impact	Efficiency	Customer Satisfaction	
General Fund					
Assistive Technology	A1,4	B4			Susan Mostar, Susan Peck
Audiological Services	A2	B4	C2		Lori Scheer-Matheson, Mark Moskowitz
Autism Consultants (non-regional eligible)	A2, 4	B2		D1	Agnes Lee-Wolfe
Braillists/Compensatory Services	A2	B3	C2		Mark Moskowitz
Occupational Therapists (non-regional eligible)	A4	B4			Evelyn Henderson
Physical Therapists (non-regional eligible)	A4	B4			Evelyn Henderson
Psychological Services	A2,4	B4		D1	Agnes Lee-Wolfe
Response to Intervention (RTI)	A4	B4			Agnes Lee-Wolfe
Sign Language Interpreters	A2	B3	C1		Mark Moskowitz
Special Education Administrators Association	A1	B2		D1	Susan Peck
Special Education Automation Software (SEAS)	A1,4	B4			Susan Peck
Speech/Language Services	A4	B2			Susan Peck
STEPS (Mentally and Multiply Disabled)	A1,4				Evelyn Henderson
STEPS Plus (Cognitive Deficits and Challenging Behaviors	A1	B5		D1	Agnes Lee-Wolfe
Other Services					
Early Intervention/Early Childhood Special Education (Josephine County)	A2	B5		D1, D4	Pam Arbogast
Oregon Project for Visually Impaired and Blind Pre-School Children	A4	B4	C1		Mark Moskowitz
Oregon Regional Program Autism Training Sites (OrPATS)	A1		C2		Agnes Lee-Wolfe
Autism Services	A2, 4	B2		D1	Agnes Lee-Wolfe
Deaf-Blind Services	A2	B2	C2		Mark Moskowitz
Program for Deaf and Hard of Hearing (PDHH)	A2	B2	C2		Mark Moskowitz
Program for Vision Impaired (PVI)	A2	B2	C2		Mark Moskowitz
Program for Orthopedically Impaired	A2	B4			Evelyn Henderson
Regional Advisory Council	A1, 4	B4			Agnes Lee-Wolfe
Traumatic Brain Injury	A3			D2	Evelyn Henderson
Transition Network Facilitator	A1	B1			Cindy Cameron/ Evelyn Henderson

Special Education Professional Development Opportunities	A1,4	B4			Susan Peck
YTP Grant	A1	B1			Jennifer Zon/ Evelyn Henderson

Technology Services (Technology and Media Services

Service	Measurement Data Type				Individual(s) Responsible
	Effort	Impact	Efficiency	Customer Satisfaction	
General Fund					
Computer services, region-wide help desk service and support, remote and on-site technology support	A4		C1	D1	Robert Emerson
Computer programming applications and website development and support	A4		C1	D1	Robert Emerson
Computer data center engineering, installation, and support	A4		A4	D1	Robert Emerson
Courier delivery of agency resources	A4			D1	Debbie Connolly
Courier delivery of school resources, documents and mail	A4			D1	Debbie Connolly
Electronic equipment repair and maintenance: in-house and on-site	A4		C1	D1	Ron Nichols/ Robert Emerson
Electronic field services for installations and support including bid specifications	A4		C1	D1	Ron Nichols/ Robert Emerson
Instructional Technology (Southern Oregon Technology Summit, Ed Tech Cadre, IT consulting, Apple iPad and other personal computer devices and workshops)	A4		C1	D1	Virginia Petitt
Media online subscriptions containing World Book and other resources	A1, 4	B4			Kate Weber/ Robert Emerson
Media lending library containing instructional resources in all curricular areas	A1, 4	B4	C1		Kate Weber/ Robert Emerson
Curriculum preview center for print, digital, and online curriculum resources		B4			Kate Weber/ Robert Emerson
Media video streaming with Learn360 collection	A1	B4			Kate Weber/ Robert Emerson
Network design, installation and troubleshooting	A4		C1	D1	Ben Davol/ Robert Emerson
Network service and support of Local Area Networking, Wide Area Networking	A4			D1	Ben Davol/ Robert Emerson
Network planning, support and service for Wireless Local Area Networking	A4			D1	Ben Davol/ Robert Emerson
Network planning and support for VoIP telephone system	A4		C1		Ben Davol/ Robert Emerson
Network Services – eRate consulting for schools and the ESD			C1		Ben Davol/Robert Emerson
Videoconferencing and distance learning for K-12 student Spanish and Chinese classes	A1,4	B5		D1	Debbie Connolly
Video conferencing regional collaboration, professional development staff training, electronic field trips and special events	A1,4	B4			Debbie Connolly

Measurement Data Types

A. Effort
   1. Number of participants
   2. Number of student contacts
   3. Number of coaching contacts
   4. Units of service provided (e.g. hours, events, meetings)

B. Impact Data
   1. Level of goal attainment
   2. Positive changes resulting from SOESD's staff training, consultation, or intervention
   3. Anecdotal case studies
   4. Feedback regarding service impact
   5. Direct evidence of student achievement (e.g. test data, graduation rate, attendance rate)

C. Efficiency Data
   1. Comparative cost benefit data (including economy of scale)
   2. Description of streamlined or collaborative processes

D. Customer Satisfaction Data
   1. Surveys
   2. Anecdotal reports
   3. Interview/focus groups
   4. Formal endorsements