

Southern Oregon Education Service District

2017-18 Local Service Plan

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Howard George, Business Manager
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 2017-2018 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 worked diligently to establish effective working relationships with component districts and community partners which is manifested in the development of the Local Service Plan to deliver a variety of services that benefit students, families, and our communities.

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 49,747 students which represent 8.7 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 2016-2017 fiscal year, SOESD has budgeted \$9,376,126 from state sources and budgeted \$10,562,020 from local property taxes. These combined amounts total \$19,938,146. When added to the remaining budgeted revenues, this brings the total SOESD general fund budgeted resources to \$20,398,449. In the 2016-17 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 (57%) of SOESD's annual revenue is derived from grants, contracts and cooperative services. SOESD brings value added to our districts by obtaining 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, within our region, and in the state. 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
- 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 and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts; services designed to support and facilitate continuous school improvement planning; services designed to address school-wide behavior and climate issues; and services designed to support career and technical education.
- **Programs for children with special needs** including, but not limited to special education services and services for at-risk students.
- **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 and distance learning.

Approval Process

The services provided by an ESD shall be provided according to a local service plan developed by the education service district and component school districts. The Local Service Plan must be approved by 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 2016: Information and sharing of SOESD services with districts and job-alike groups.
- November/December 2016: Local Service Plan submitted to component district superintendents for review.
- January 2017: Local Service Plan submitted to Southern Oregon ESD Board for approval.
- January 2017: Local Service Plan submitted to component school district boards for approval.
- January/February 2017: Component school district boards take formal action on Local Service Plan and submit resolution ballot to the ESD.
- March 1, 2017: 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
- Special Education Services – Susan Peck
- Technology, Media, and School Improvement Services – Debbie Connolly

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 91.4% of state funds in resolution services in 2016-2017.

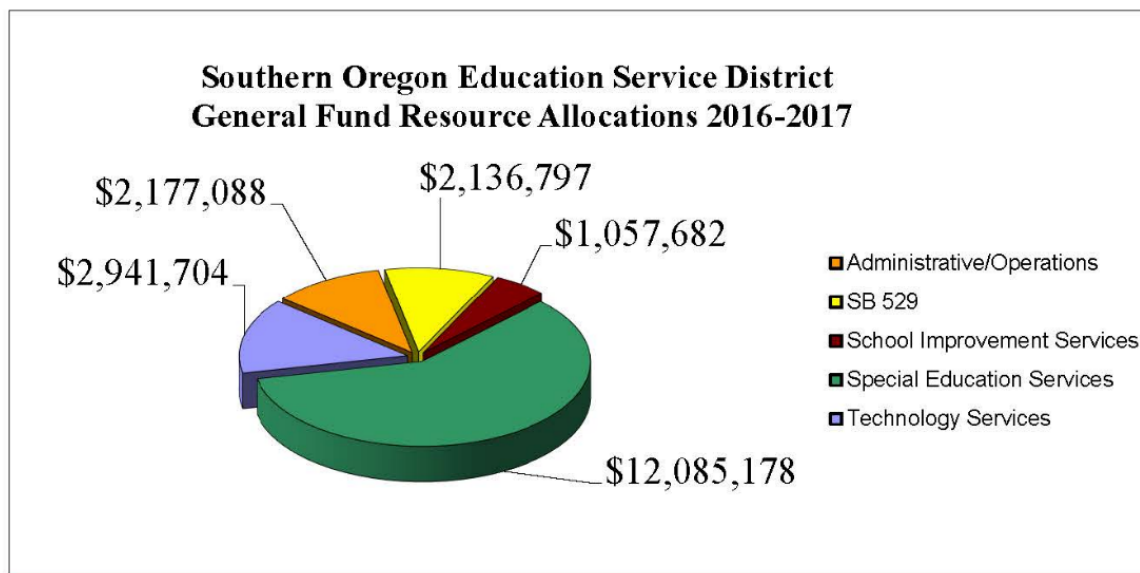
Entrepreneurial Services

Southern Oregon ESD engages in entrepreneurial activities with the intent of generating revenue to benefit its component school districts, as well as to improve educational resources and services to benefit the communities of Oregon.

Brief Funding Summary of 2016-2017

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.

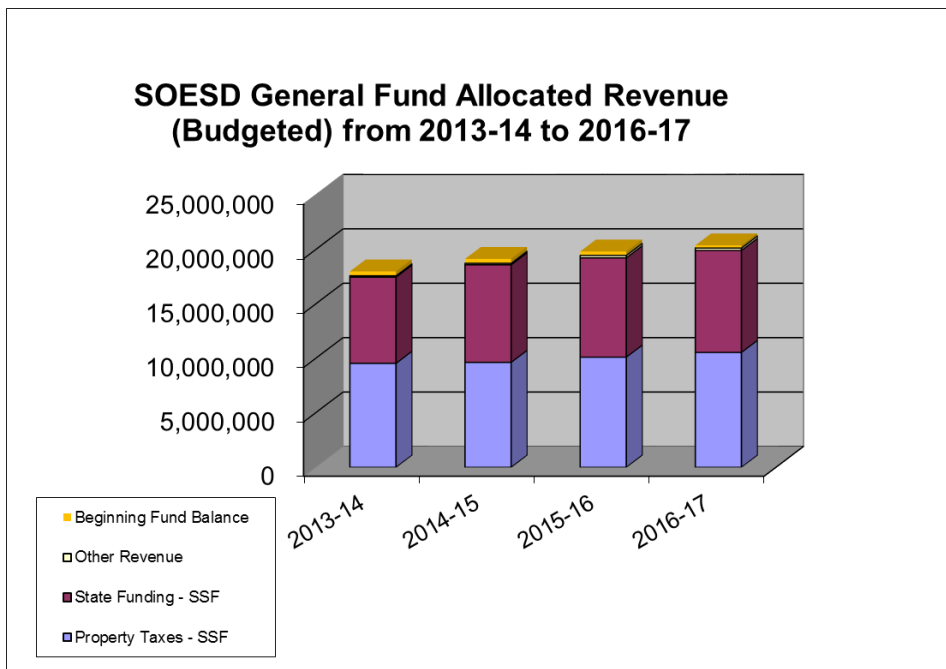
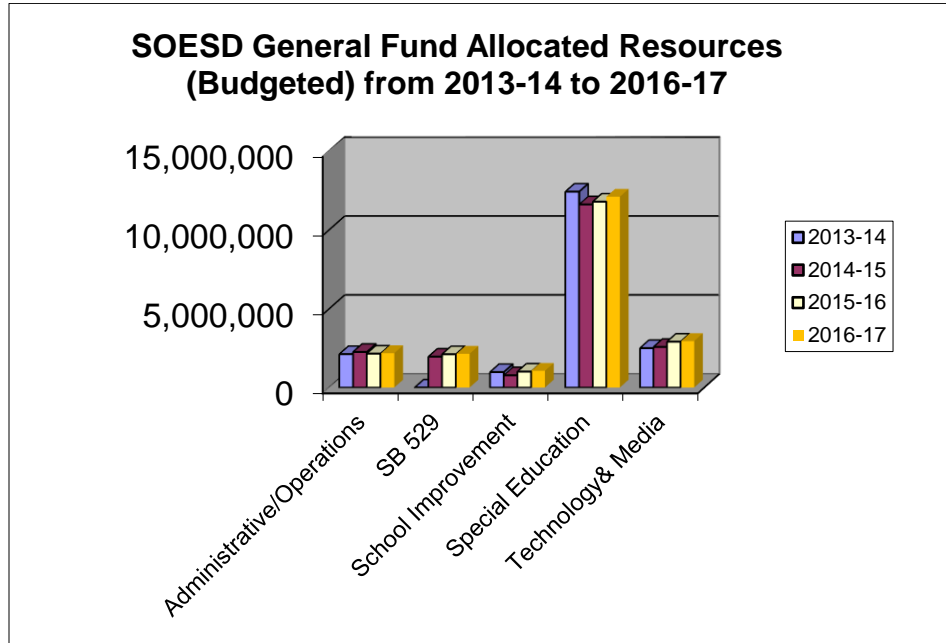
One of the primary purposes of this Local Service Plan is to describe services provided with General Fund dollars as developed in concert with our local districts. The law stipulates that these services be reviewed and approved annually by the ESD board as well as our component school boards.



Southern Oregon ESD's 2017-2018 Local Service Plan includes the following services as defined in ORS 334.175:

- Administrative/Business Services
- School Improvement Services
- Special Education Services
- Technology Services

Budget Changes



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 2015 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 2016 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 increased regional funding of approximately \$6.5 million in available services.
- 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: Rick Wormeli, Essential Skills work sample calibration and scoring for Reading and Writing, understanding and preparing for Smarter Balanced ELA and Math Assessments, Indistar, ODE Trainings, and more.
- Supported training to address CCSS and collaboration among regional math leaders.
- Continued to build an integrated system of support to help children and families succeed across a pre-conception to College and Career continuum.
- Facilitated regional attendance and other initiatives to increase high school graduation rates and college / career readiness, while decreasing remedial post-secondary education.
- Formalized the Southern Oregon Success Regional Achievement Collaborative under the fiscal sponsorship of SOESD, hired full time staff, and drove community Collective Impact initiatives forward.
- Formalized the Southern Oregon Early Learning Services Hub under the fiscal sponsorship of SOESD, hired full time staff, and drove early learning initiatives forward.
- Formalized and facilitated the College and Career for All Hub, a regional collaborative effort between Southern Oregon ESD, school districts, colleges and universities, business, industry, and community partners across Klamath, Jackson and Josephine counties to provide hands-on, project-based learning experiences and accelerated college

credit that can propel students past high school graduation into college and career paths aligned with our region's workforce needs, as well as high-wage, high-skill, and high demand jobs.

- Successfully wrote, obtained, and facilitated regional grants:
 - Career Technical Education Revitalization: \$488,000
 - Early Learning Hub - Programming/Infrastructure: \$2,000,000
 - Early Learning Hub - Preschool Promise: \$2,100,000
 - Mentoring Consortium: \$678,000
 - Regional Achievement Collaborative - Backbone: \$42,000
 - Regional Achievement Collaborative - Programming: \$42,000
 - Southern Promise K-12 and HED Dual-Credit / Career Pathways: \$585,000
 - STEM Hub - Infrastructure: \$125,000
 - STEM Innovation - Math in Real Life: \$250,000

Career and Technical Education (CTE)

- Wrote, obtained, and facilitated two one-year Perkins Basic Grant awards totaling \$1,085,959 and two one-year Perkins Reserve Grant awards of \$199,340.
- 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 3 new Programs of Study (POS), 14 POS renewals, and 13 Instructor Appraisal Committees (IAC) for the 13 Industry Experts hired as new CTE teachers within the consortium districts and seeking initial CTE licensing with TSPC. With the addition of the 4 new POS, our region now has a total of 67 individual POS, supported by 62 CTE teachers at the following high schools:
 - Agriculture (Bonanza, Crater, Eagle Point, Henley, Hidden Valley, Lost River, Rogue River, Phoenix, Prospect)
 - Business Management (Ashland, Bonanza, Crater, Grants Pass, Hidden Valley, Klamath Union, Lost River, Mazama, North Medford, North Valley, Phoenix, Rogue River, South Medford)
 - Culinary Arts H&T (Ashland, Eagle Point, Grants Pass, Mazama, North Medford, South Medford)
 - Early Childhood Education (Grants Pass, North Medford)
 - Health Occupations (Grants Pass)
 - ICT (Eagle Point, Grants Pass, Phoenix, South Medford)
 - Manufacturing (Ashland, Butte Falls, Chiloquin, Eagle Point, Gilchrist, Grants Pass, Mazama, North Medford, North Valley, South Medford, Illinois Valley)
 - Transportation Technology (Ashland, Eagle Point, Illinois Valley, Mazama, North Medford, Phoenix, South Medford)
- The CTE Department planned and hosted the **State Career and Technical Ed Summer Conference** in August 2016. 105 CTE leaders, coming from each of Oregon's community colleges, all CTE consortium regions and the Department of Education, participated in a two-day, in-depth review and planning workshop of state CTE.

- SOCTEC worked, in conjunction with RCC staff, to continue planning and hosting:
 - the **CTE Learning Series**, in which over 250 students, from 9 of our 11 consortium districts participated in learning about STEM degrees and careers
 - the **RCC Summer Math Institute (SMI)**, in which 43 CTE and Core teachers took part in learning how to teach applied math in their classrooms and schools.
 - Established, or enhanced, **Regional Advisory Boards** of Industry experts for each of the Programs of Study (POS) aligned with RCC. These Professional Learning Communities (PLC) and professional development activities were conducted in multiple cluster level POSs 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 1600 students, over the past two years, coming from every school district, have participated in these exploratory college and career workshops.
- The SOESD-CTE Department, supported the professional development (PD) of teachers in the support of state and national Career and Technical Student Leadership Organizations (CTSO) including:
 - DECA leadership conferences
 - FBLA leadership conferences
 - SKILLSUSA leadership conferences
 - FFA leadership conferences
 - ORFACS
- The CTE Department also provided support for POS targeted PD for teachers in the following areas:
 - Oregon Vocational Agriculture Teacher's Association (OVATA) conference
 - National Association of Career and Technical Education (NACTE) conference
 - 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 and

Career for All (CC4A), 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' success and for the improvement of POS curriculum. 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 (15,000 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.

College and Career for All Hub

- Formally established College and Career for All Hub, a regional collaborative effort between Southern Oregon ESD, school districts, colleges and universities, business, industry, and community partners across Klamath, Jackson and Josephine counties to provide hands-on, project-based learning experiences and accelerated college credit that can propel students past high school graduation into college and career paths aligned with our region's workforce needs, as well as high-wage, high-skill, and high demand jobs.

- Wrote, obtained, and facilitated four-county (Jackson, Josephine, Klamath, Lake) Southern Promise K-12 and HED Dual-Credit / Career Pathways grant activities: \$585,000
- Established state recognized STEM Hub as part of College and Career for All Hub
- Wrote, obtained and facilitated STEM Hub Infrastructure grant: \$125,000
- Wrote, obtained and facilitated STEM Math in Real Life grant: \$250,000

Migrant Education / ELL

- During 2015-16 Migrant Education After School Programs served 304 students, 94% of whom showed gains on pre to post assessments.
- Provided 30 Migrant High School Seniors in Jackson County with 260 hours of service to obtain a total in excess of \$306,284 in grants and scholarships for college through our Sobresalientes program.
- During 2015-16 Migrant Education served 242 district staff members and 73 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.

Southern Oregon Mentor Consortium (SOMC): 2015 – 2016 School Year

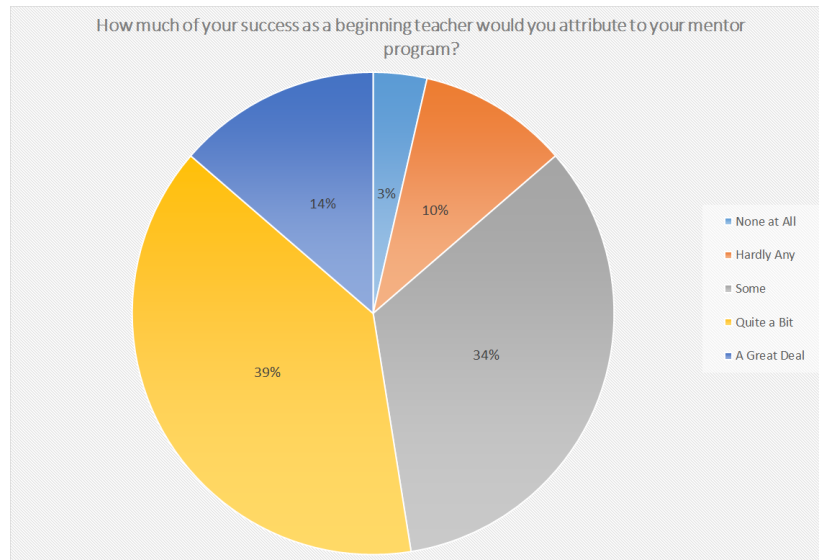
- Wrote, obtained, and facilitated a Mentor Grant award of \$678,200.00 to the SOMC serving a total of 161 new teachers and 9 new administrators from the following school districts:
 - Ashland - 12 New Teachers, 2 New Administrators
 - Butte Falls – 2 New Teachers
 - Grants Pass – 18 New Teachers
 - Klamath County - 22 New Teachers
 - Medford - 70 New Teachers, 3 New Administrators
 - Prospect- 2 New Teachers
 - Rogue River – 17 New Teachers, 1 New Administrator
 - Three Rivers - 18 New Teachers, 3 New Administrators
- Provided 75-90 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 45 mentors and coordinated ODE/New Teacher Center Mentor Training for 27 mentors.
- Assisted districts in hiring and pairing mentors with mentees.
- Our shared leadership conducted and facilitated 48 mentor forums for all mentors to learn and refine mentoring skills and strategies.
 - 6 Administrator Classnet/Roundtable Forums
 - 3 Regional Mentor Forums
 - 6 District Mentor PLC Leader Meetings
 - 6 Mentor Forums for Ashland
 - 6 Mentor Forums for Grants Pass/Three Rivers
 - 6 Mentor Forums for Klamath County
 - 6 Mentor Forums for Rogue River
 - 6 Mentor Forums for Medford/Prospect/Butte Falls
 - 3 District Mentor Grant Coordinators Forum
- 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.

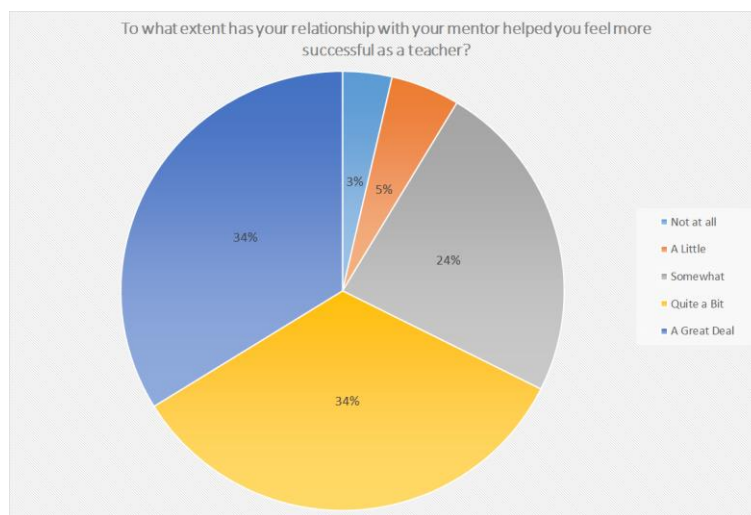
Following is the data on impact of Mentoring from Beginning Teachers (BT) and Beginning Administrators (BA):

Beginning Teachers:

- 89% of beginning teachers attributed their success to the mentor program. (A Great Deal, $n = 19$, Quite a Bit, $n = 54$, Some, $n = 47$, and Hardly Any, $n = 14$, and None at All, $n = 5$).

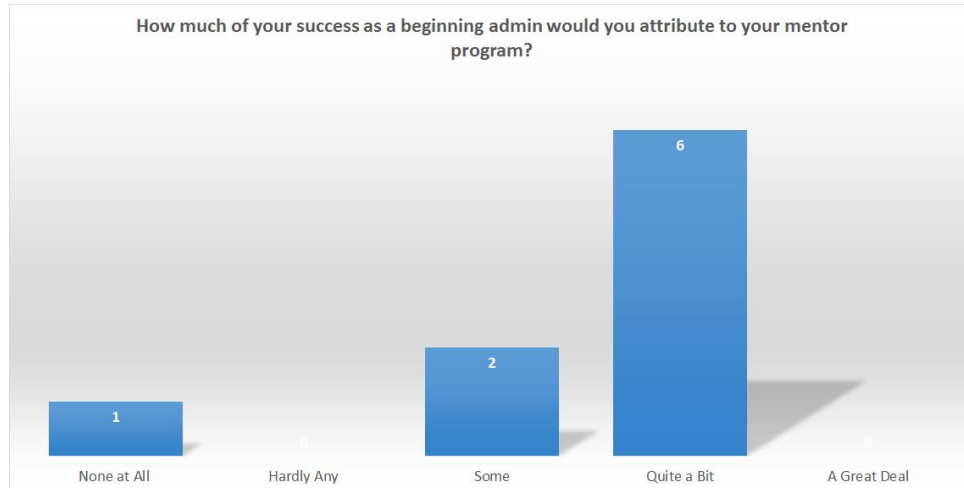


- 97% of beginning teachers attributed a level of “more” success to the relationship with their mentor. Mentoring had an effect on their teaching (A Great Deal, $n = 47$, Quite a Bit, $n = 47$, Somewhat, $n = 33$, A Little, $n = 7$, Not at All, $n = 5$).

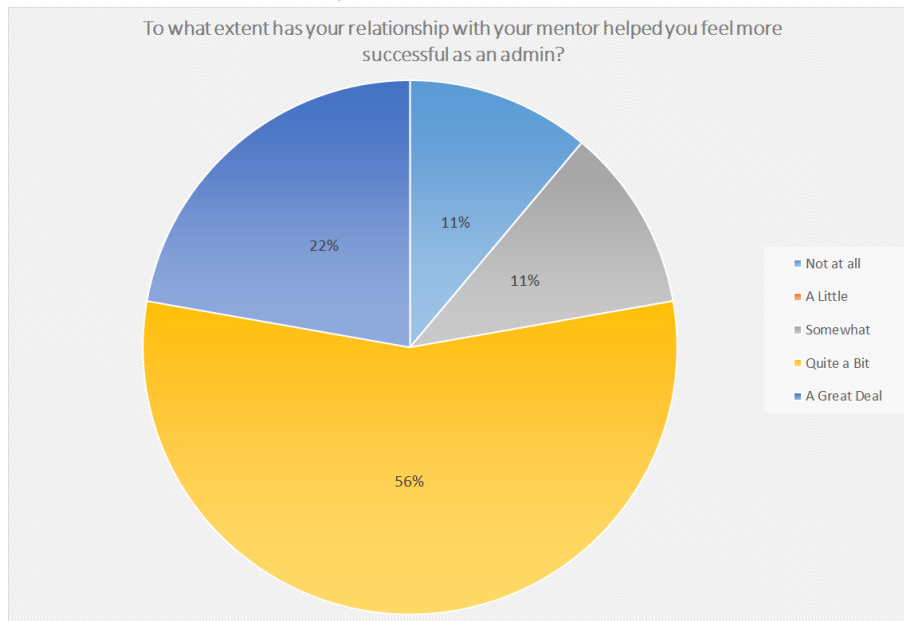


Beginning Administrators:

- 89% attributed success as a beginning administrator to the mentor program



- 89% of beginning administrators attributed a level of “more” success due to the relationship with their mentor (A Great Deal, $n = 2$, Quite A Bit, $n = 5$, Somewhat, $n = 1$, A Little, $n = 0$, Not at all, $n = 1$).



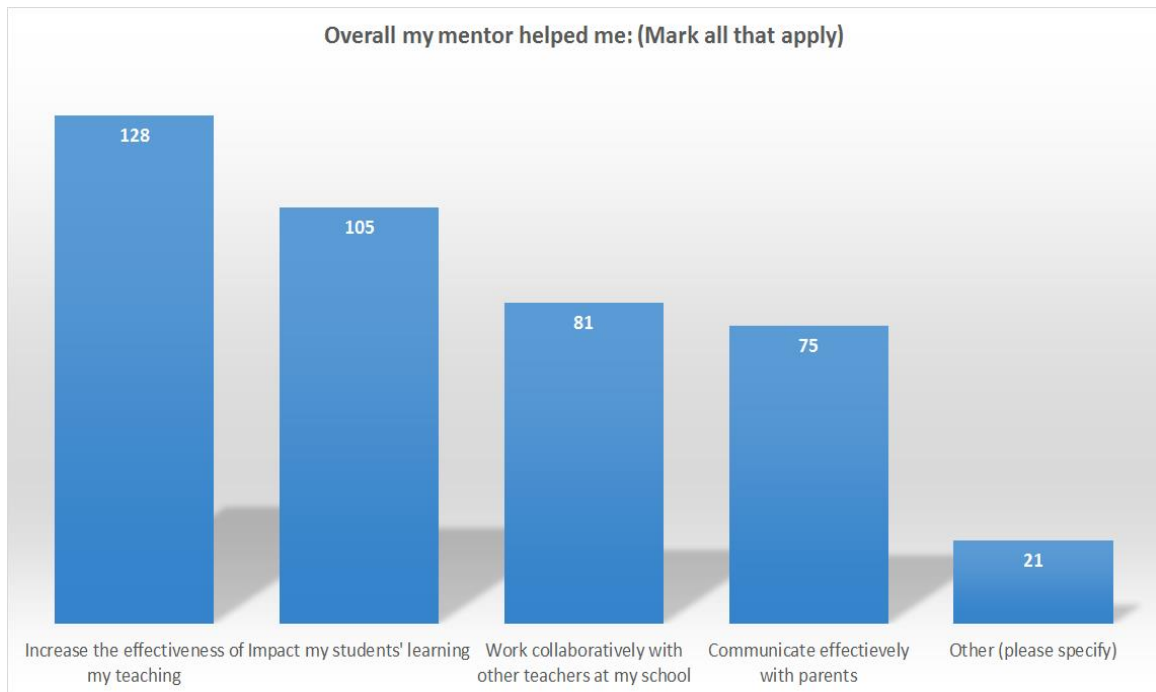
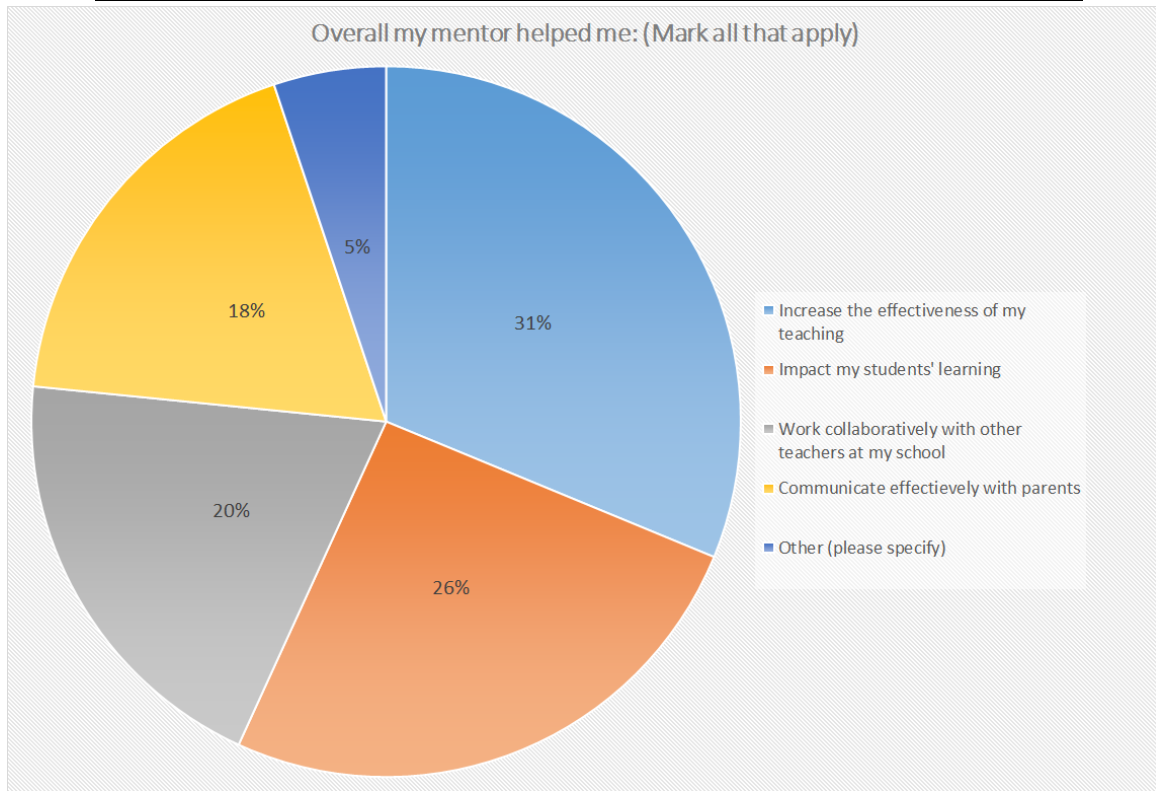
- BT/BA Mentors collected and reviewed artifacts of practice at Mentor forums/roundtables and at exit reviews. This was very valuable to the Mentors and assisted them in improving their practice as reflected in their year-end survey.

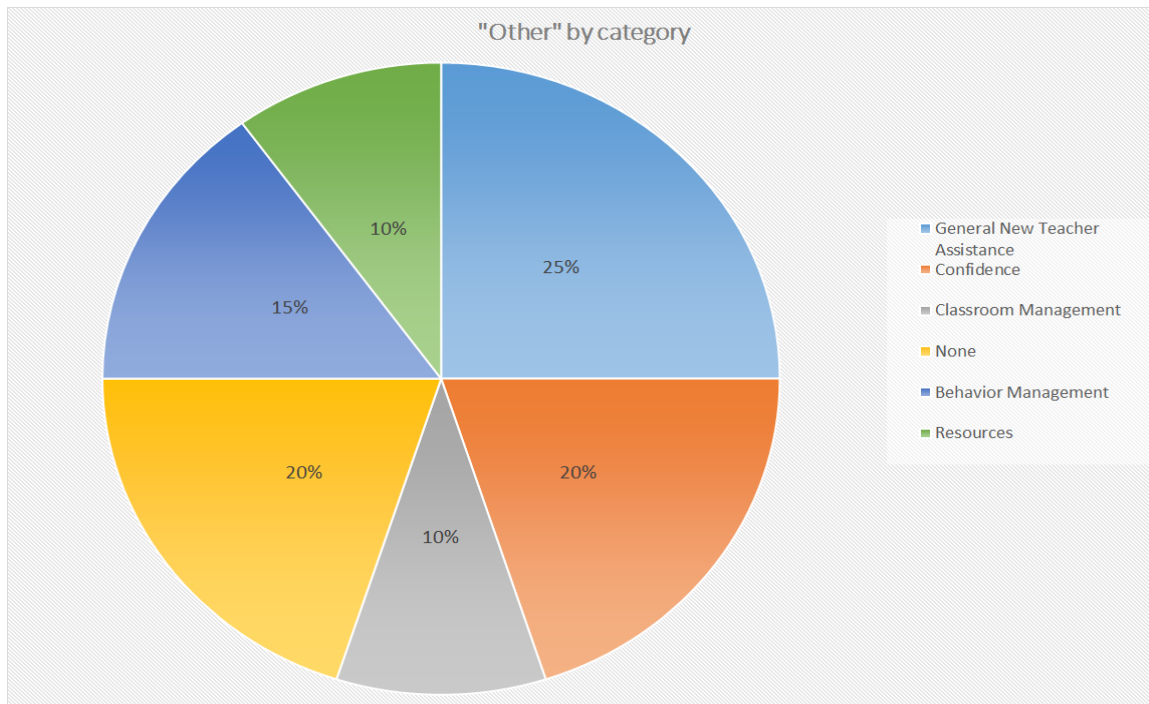
- Mentor Portfolios were used by Mentors as evidence of their work and also as tools for reflection and sharing at Mentor Forums.

Retention Data:

- Beginning Teachers
 - Staying in Education: 88%
 - Unknown/Temporary: 10%
 - Leaving Education: 2%
- Beginning Administrators
 - Staying in Education: 100%

Mentoring Had an Effect on Teaching Practices and Student Learning :





Southern Oregon Mentor Consortium (SOMC):
2016 – 2017 School Year (Documented until Dec. 1st, 2016)

- Wrote, obtained, and facilitated a Mentor Grant Re-Application Award of \$578,400.00 to the SOMC serving a total of 137 new teachers and 8 new administrators from the following school districts:
 - Ashland - 9 New Teachers, 2 New Administrator
 - Grants Pass – 25 New Teachers
 - Klamath County - 22 New Teachers
 - Medford - 61 New Teachers, 3 New Administrators
 - Three Rivers – 20 New Teachers, 3 New Administrators
- Provided 33% of 75 – 90 hours (25 – 30 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 42 mentors and coordinated ODE/New Teacher Center Mentor Training for 22 mentors.
- Assisted districts in hiring and pairing mentors with mentees.
- Conducted and facilitated 6 mentor forums for all mentors to learn and refine mentoring skills and strategies.
 - 3 Administrator Roundtable Trainings
 - 2 Mentor PLC Forums for Jackson/Josephine County
 - 2 Mentor Forums for Klamath County
 - 1 Regional Mentor Forum
- Provided Professional Development Series (2 out of 4) for both Beginning Teachers and Beginning Administrators in Jackson and Klamath Counties.
- Facilitated meetings with district mentor grant coordinators once this year regarding program and grant requirements and survey data analysis.
- Constructed a formal partnership with Southern Oregon University in order to align practice with pre-service and service.
- Created and hosted two sessions of a four-part workshop, Southern Oregon Teacher Mentoring Series, in partnership with Southern Oregon University.
- Worked with Warner Pacific 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.

Southern Oregon Early Learning Services

- SOESD serves as the fiscal agent for the Jackson/Josephine Southern Oregon Early Learning Services (SOELS) Early Learning Hub, and provides both leadership and support for the Hub's goals.
- As one of the pillars of the SORS RAC, the Hub coordinates the regional early childhood system and helps cross-sector collaboration, innovation, and efficiency to ensure that every child in Southern Oregon enters kindergarten safe, healthy, and ready to achieve success.
- Obtained and facilitated approximately \$2,000,000 in early learning services.

- Obtained and facilitated approximately \$2,100,000 in Preschool Promise funding to increase quality preschool opportunities for children selected from families whose incomes are below 200% of the Federal Poverty Level.

Southern Oregon Success Regional Achievement Collaborative:

- Made progress on moving the needle on key community metrics such as high school graduation rates, and community health outcomes.
- Facilitated community systems alignment to promote children, family and community success.
- Cross-sector convener and leader in Adverse Childhood Experiences/Trauma-Informed Care education.
- Provided training on Adverse Childhood Experiences and implementation of Trauma Informed Systems in area schools, and in partnership with the Southern Oregon ACES training team, has provided over 30 presentations to school districts, human services agencies, early childhood service providers, health care providers and others, including over 800 people.
- Hosted several cross-county Community Key Leader meetings of about 100 attendees each to promote promising practices and implement Collective Impact model.
 - June Key Leaders convening on Adverse Childhood Experiences, presented by Laura Porter from ACE Interface LLC
 - October Key Leaders convening on Collective Impact, presented by Liz Weaver from the Tamarack Institute.
- Took a leadership role in planning, education, and implementation of the Self-Healing Communities Initiative this year, along with ACE Interface, Kairos, and other key partners
- Supported Self-Healing Communities' Next Now Conference of over 300 Southern Oregon residents.
- Facilitated the Southern Oregon's Education, Workforce & Economic Success Conference
- Obtained \$161,000 in funding through grants and contributions.

STEM Hub

- Formally established the state recognized Southern Oregon STEM Hub as part of the College and Career for All Hub, a regional collaborative effort between Southern Oregon ESD, school districts, colleges and universities, business, industry, and community partners across Klamath, Jackson and Josephine counties to provide hands-on, project-based learning experiences and accelerated college credit that can propel students past high school graduation into college and career paths aligned with our region's workforce needs, as well as high-wage, high-skill, and high demand jobs.
- Implemented Chief Science Officers program.
- Established Teacher Externship program in partnership with business and industry.
- Obtained and implemented the STEM Hub Infrastructure Grant: \$250,000
- Obtained and implemented the STEM Math in Real Life Grant: \$250,000
- Pending STEM Hub Programming Grant: \$50,000

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 2016-17 school year
 - Study and consideration of a consortium model for provision of lifeskills classroom services across districts for 2016-17 school year
 - Nonviolent Crisis Intervention training provided by CPI-certified staff to staff in other districts
 - Ongoing communication with ODE via District Liaison (Sally Simich)
 - SOESD granted the ODE Long-Term Care and Treatment Program contract for the 2015-17 biennium on behalf of four school districts
 - Consistency of reporting method for Regionally eligible students to benefit all area students with low-incidence disabilities
 - Support, training, and networking opportunities for AT teams via an AT Cadre
 - Advocacy for maintaining current initial evaluation timelines for schools in response to HB 2673
 - 2015-16 monthly focus topics: consortium model for provision of lifeskills classrooms, Unified Sports League, student projections for SOESD lifeskills classrooms, and training of staff across districts in Nonviolent Crisis Intervention using a collaborative model of district/SOESD trainers
 - Coordination of support for students in SOESD STEPS or Program for Deaf/Hard of Hearing who qualify for ELL services and ELPA
 - In response to districts serving increasing numbers of former STEPS Program students in resident district programs and per special education administrator/parent/staff input, reduced classrooms from six to five, facilitated movement of materials, equipment, and furniture, and initiated a Reduction-in-Force for seven classified staff
 - Facilitated/presented or hosted 100 professional development opportunities at SOESD sites for 572 district and SOESD staff representing 14 districts with 77% of evaluations rating the PD as very good or excellent
- 5 rating out of a possible 6 (6 as the highest level of satisfaction) re: Special Education Administrators Association of Jackson, Josephine and Klamath counties (N = 4). Provision of high quality, cost effective special education services by LEAs/ESD via:
 - Promoting continuing training to address special education topics
 - Problem solving issues identified by Special Education Administrators and superintendents, and

- o Enabling all Special Education Administrators to recommend agenda topics
- High quality and cost effective special education services to LEAs rated most effectively facilitated in these three areas (N = 3):
- 100% satisfaction rating for Regional Services across five counties for seven of eight respondents (N = 8)
- Facilitated participation in SOESD-led “Jobs Alike” meetings and inservice training for 10 transition teachers
- 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
- Facilitated a collaborative discussion with Family Solutions Mental Health re: skills trainers in schools

Assistive Technology

- Participation of the SOESD AT team at OTAP trainings in Salem
- Processed 31 requests from staff for 55 AT Library items from 16 schools, 7 school districts, and SOESD
- Updated library catalog; inventoried items; created list of items that no longer work and removed from inventory
- Received 18 of 20 feedback responses that noted the library item was very useful in helping the student

Audiological Services

- Conducted 663 audiological evaluations, ear mold impressions, and hearing aid fittings/follow up for nine Jackson County school districts
- Loaned and provided technical support for use of 78 FM amplification units to 16 school districts and EI/ECSE programs in Jackson, Josephine, Klamath, Douglas, and Lake Counties
- Received an ODE Audiology Grant for purchase of equipment, hearing aid repairs and new earmolds for 10 deaf/hard of hearing students and district FM rental fees
- Provided audiometers and screening tympanometers for use by SOESD SLPs conducting hearing screenings in districts
- Effectively used Spanish interpreter for appointments
- Teamed with PDHH teachers to support staff with student amplification equipment

Autism Services

- Provided services for 577 students (ages 5-21) in three counties
- Provided 53 workshops in Jackson, Josephine, and Klamath counties for over 600 participants
- Conducted 172 evaluations in nine districts (ages 0-21)
- Collaborated with OrPATS (Oregon Program Autism Training Sites and Supports) in conducting an initial 2-day STAR workshop and a 1-day parent coaching workshop
- Collaborated with Providence Swindells Resource Center and the Autism Society of Oregon in conducting parent trainings including “Make and Take” classes
- Attended a Hispanic special education conference at Swindells
- Collaborated with ACCESS (Assuring Comprehensive Care through Enhanced Service Systems for Children with Autism Spectrum Disorder) Pilot Project to develop a new preschool identification center at SOESD
- Attended numerous professional development opportunities to expand expertise
- Expanded range of audiences by using advanced technologies in providing professional development opportunities
- Regional autism team of six ASD consultants attended a total of 17 professional development workshops on various evidence-based practices topics

Deaf-Blind Services

- Three students served with two referrals pending
- Collaboration between teachers in Programs for Deaf/hard of Hearing and Vision Impaired in processing referrals and provision of services

Early Childhood Services (Josephine County)

- Successful application and award as a 5-Star QRIS-rated program through Oregon’s Quality Rating and Improvement System for early childhood programs
- Successful application to SOELS to continue our Early Literacy Outreach grant previously funded by ODE Early Learning Division to increase sustainability of the project for the future and build collaborative partnerships aimed at increasing the quantity and quality of adult/child book sharing activities by:
 - Offering the SMART programs to children at the ECS Gilbert Creek Child Development Center to provide weekly 1:1 shared reading sessions
 - Adding four new sites for book bag distribution and storytelling
 - Adding a third site for the Books in the Parks summer lunch and stories program
 - Developing and offering an 8-hour Set 3 training on Promoting Equity and Diversity through Children’s Literature; training developed in collaboration with SMART and Child Care and Resource Network, and already requested for South Coast ESD and Lane County after being delivered in Jackson County June 2016

- Evaluation team identified 159 new children; referral rates increasing significantly, leading to more children qualifying for services. Addresses a SOELS indicator.
- Five ECS staff provided 16 different evening or Saturday training sessions for over 200 community preschool teachers, child care providers, or parents.
- Received the following grants:
 - \$50,000 for the Early Literacy Outreach grant described above
 - \$2,800 from the Autzen Foundation for parent/child music scholarships
 - \$5,700 from Cow Creek Umpqua Indian Foundation to provide scholarships for working poor families at Gilbert Creek Child Development Center
 - Continuation of two AmeriCorps positions: Inclusion Support Specialist and Early Literacy Mentor
- Provided 16 professional development opportunities to 208 child care provider and parent participants positively rated 4.77 out of a possible 5

Long-Term Care and Treatment

- Provided fiscal oversight of ODE LTCT Contract for 2015-17 biennium for five residential and day treatment mental health sites at request of four districts
- Provided administrative oversight of special education services including IEP compliance across five sites
- Provided licensed specialist support and services including school psychology, speech/language, occupational therapy, and autism

Medicaid Administrative Claiming (MAC)

- \$271,500 in MAC claims, net after federal match and MAC service fees for 2015-2016 school year
- Conducted 51 MAC training sessions in 2015-2016 period
- Coordinated 15 MAC time surveys during three quarters of 2015-2016

Early Intervention (ECS) Medicaid Billing

- Received payments of \$ 43,020 in EI/ECSE billings for the 2015-2016 school year (includes prior-year “overflow” claims)

Orthopedic Impairments

- Received 85 referrals for eligibility evaluations
- 137 Non-Regionally-eligible students served; 126 Regionally-eligible students served
- Provided 948 Occupational Therapy service hours to 13 districts in three counties and one EI/ECSE provider
- Provided 559 Physical Therapy service hours to 10 districts in three counties and two EI/ECSE provider
- Feedback survey reports 87% parents rated OTs/PTs as “excellent communicators” and 89% rated intervention strategies as “excellent”
- Trained 103 district and SOESD staff in areas of movement therapy, lifting and transfers,

mobility, sensory program, motor programs, and use of equipment (e.g., wheelchairs prone standers, etc.)

- Provided 24 professional development opportunities to 196 staff across 11 districts
- Facilitated quarterly meetings for Region 3 OTs and PTs
- Service models and activities shared with Regional Management Team

Program for Deaf and Hard of Hearing

- Provision of service to 161 students
- Provided Sign Language Interpreter services for 39 students
- Participation by more than 70 students who are Deaf/Hard of Hearing from the five county Southern Oregon Region in successful field trips including 1st Annual Southern Oregon Deaf Olympics (May 13, 2016), roller skating in Roseburg (January 21, 2016), Deaf Expo in Portland, visit to Western Oregon University (October 16, 2015), and Middle School Lifeskills Week at Oregon School for the Deaf (April 19-22, 2016)
- Four high school seniors from Southern Oregon who are Deaf/Hard of Hearing were awarded scholarships from the Jacksonville Lions to pursue post-secondary education in May, 2016
- Sent a team of PDHH students to the Western Regional Gallaudet University Deaf Academic Brain Bowl in Fremont, California, in March 2016 and successfully competed against teams from around the west coast
- Provided interpreter support for parent meetings and student school activities
- Provided 33 professional development opportunities to 40 staff across 12 districts/SOESD

Program for Visually Impaired

- Provision of service for 114 students
- Provided Braille services for 18 students and 50 hours weekly of transcription to support students in the general curriculum
- Teachers of Visually Impaired and Braillists in Southern Oregon completed training through the Hadley School for the Blind in the new Unified English Braille Code
- PVI teachers participated in statewide training April 14-16, 2016, related to providing developmentally appropriate Orientation & Mobility training to students with vision impairments, strategies in developing PE activities for the visually impaired, training and research related to students with Cortical Visual Impairment, and effective use of assistive technology
- Participation by 18 students who are blind or low vision in a day-long rock climbing field trip at the Rogue Rock Gym in Medford on January 18, 2016
- Began preliminary work in developing the 7th edition of the Oregon Project (aka “OR Project”) Curriculum and Skills Inventory for Preschool Children Who are Blind or Visually Impaired
- Provided eight professional development opportunities to seven staff who serve across 14 school districts

Psychological Services/Response to Intervention Services

- Completed 198 referrals in eight school districts for students age 4 (ECSE) to 21 (Transition)
- Created school-wide literacy plan with the Literacy League of Walker and Bellview Elementary Schools
- Created a Title Literacy Plan for Helman Elementary School
- Brought Carol Dissen, U of O Center on Teaching and Learning expert in explicit reading instructional practices, to Ashland SD to present a 2-day training to 35 participants (K/1st grade teacher and reading specialists) from Ashland, Prospect, Medford, and Salem districts
- Provided in-service training (follow up) on Collaborative Problem Solving
- Supported Prospect SD in implementing “pre-referral” process
- Supported Rogue River SD in engaging in a process to identify and select a social/emotional curriculum
- Supported collaboration with Jackson County Mental Health and school-based health centers at Butte Falls Charter and Prospect Charter Schools, resulting in providing a school-based therapist on site for both schools
- Attended a SWIS Facilitator training for PBIS Implementation
- Implemented SCERTS (Social Communication/Emotional Regulation/Transactional Support) curriculum at STEPS Program, serving district students, with data collection and fidelity tracking
- Expanded scope of work to Long Term Care and Treatment evaluations serving students in component districts
- Explored alternate evaluation rubrics (Salem-Keizer LEGENDS School Psychologist Rubric); “Evaluation Specialist” rubric to be used in 2016-17
- Supported the STEPS and STEPS PLUS programs with behavior support and evaluation needs
- 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

School Nursing Services

- Provided over 2488 hours of school nursing services to eight districts and three SOESD programs
- Trained over 55 classroom-based STEPS and STEPS Plus Programs staff and itinerant specialists in delegable nursing tasks and anticipated emergency protocols for students across seven classrooms
- Provided initial and refresher trainings in First Aid/CPR to STEPS, STEPS Plus, and component district staff
- Trained component district staff from eight districts and three SOESD programs in delegable nursing tasks and anticipated emergency protocols for students

SEAS (Special Education Automation Software)

- Managed 4,307 IEPs in 11 school districts
- Conducted a new user refresher webinar training for district and SOESD staff during district-scheduled professional development time to decrease need for staff absence/substitute costs

Speech-Language

- Provided 30 hours of bilingual speech-language evaluations to component school districts
- Provided 50 hours feeding/swallowing services to four districts and two SOESD programs
- Received overall average consumer satisfaction rating of 4.0 (out of 4) from 16 surveys
- Updated parent-friendly webpage “SLP Favorite Apps” on the SOESD website featuring tablet apps vetted by our SLPs/SLPAs
- Provided speech-language pathology services to six component districts and three SOESD programs, with speech-language pathology assistant support time for STEPS/STEPS Plus Programs
- Provided speech-language services to ten deaf/heard of hearing students across three districts and two SOESD programs
- Provided three professional development opportunities across 12 districts to 59 district and SOESD staff

STEPS Program

- Served 63 students whose primary needs are learning/medical in CARE classrooms, learning/behavioral in STEPS/SAFE, and students with learning/medical/behavioral for ages 18-21 in Transition classroom
- Supported students with 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
- Program staff trained in Nonviolent Crisis Intervention, First Aid/CPR, medication administration, lifting and transfers, and assistive technology (AT)
- Supported via licensed staff three districts who transitioned former STEPS Program students to district lifeskills classrooms in 2015-16

STEPS Plus

- Served 16 students from five school districts (Central Point, Medford, Phoenix-Talent, Eagle Point, Three Rivers)
- IEP data show program’s positive impact on student success
- Fully implemented SCERTS (Social Communication/Emotional

Regulation/Transactional Support) by collaboration efforts between speech-language, school psychologist, and autism service providers; classroom and specialists participated in SCERTS training in Fall 2015

- Classroom team participated in PECS (Picture Exchange Communication System) training
- Consumer satisfaction surveys (completed by parents, Jackson County Developmental Disabilities Services, and district special education administrators) indicate overall positive feedback
- Two students moved on to less restrictive placements due to improvements in overall behavior and independence
- Total number of restraint/seclusion incidents decreased compared to last year (from five to four)

Transition Network Facilitator

- Full-time TNF provides services to district staff across three counties
- Full-time position paid for with ODE and Oregon Vocational Rehabilitation matching funds
- Focus is transition services that support students once they age out of school services
- TNF supports staff who serve students with disabilities in staff's understanding of services outside school services upon which students will rely as adults
- Provided 10 professional development opportunities to 40 staff across nine districts

Traumatic Brain Injury

- Monthly regional liaison meetings held via Go-to-Meeting providing efficiency through the reduction in travel time and associated costs
- Local Regional meetings held via video-conferencing to increase contact among TBI consultants and to gather data to aid in statewide planning
- 25 staff across four counties attended a Region 3-hosted a training on executive function and use of BRIEF assessment
- Provided six professional development opportunities to 22 staff across nine districts
- TBI communications and newsletters were forwarded to all Region 3 TBI team members
- "Tidbits" newsletters shared with district special education administrators of three counties
- Information about TBI services and website shared with the Regional Management Team

Youth Transition Program

- Program serves staff and students in five districts
- YTP Specialist informs students about adult services and skills, e.g., Vocational Rehabilitation, public transportation, independent living, and self-advocacy and interviews them about preferences, interests, needs, and strengths

Technology and Media Services

Computer Information Services (CIS)

- SOESD negotiates and manages multiple consortium price agreements that save districts time and money, including:
 - Internet Bandwidth
 - Free Datacenter Hosting
 - Data Dashboard
 - ESET Antivirus
 - MalwareBytes
 - Mobile Apps for Schools
 - Follett Destiny Library Management
 - Free VOIP Phone System Hosting
 - M86 Web Content Filter
 - MailArchiva Mail Archiving
 - Site-in-a-Box Website Content Management System
 - Tangent Barracuda Spam Filter
- Regional Datacenter Hosting, providing a projected savings to each district of \$85,000 per year on average in reduced server licensing, management, maintenance and hardware costs.
- Administered the agency's 24x7 data center hosting over 100 virtual servers to provide critical education information systems to local schools.
- Developed and provided the free Regional HelpDesk 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. The HelpDesk is used by 412 staff in the region as well as 48 departments including Print Shop, Maintenance, Warehouse, Transportation, Custodian and IT Departments to track and share work tickets. Estimated savings on licensing for the region as compared to relating products is \$214,200 per year. Customized Help Desk this year for Ashland, Central Point, Eagle Point, Grants Pass, Three Rivers and Klamath Falls City.
- 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.
- Hosted region-wide call center available to all districts, providing multi-tier help desk, phone, remote, and onsite technical support.
- 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.
- Developed and provided the PD Networks 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.
- 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.

- Examples of some Computer Information Services (CIS) projects include:
 - 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, Phoenix Talent).
 - 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.
- Examples of some projects include:
 - Installed fiber and over 400 network drops for new district office building in Klamath County.
 - Installed IP surveillance cameras at the new Klamath County Schools D.O.,

Klamath Falls City D.O., Klamath Union High School and Roosevelt Elem. Ashland High School. Multiple Central Point Schools, including the D.O.. Multiple Schools in the Three Rivers School District.

- Installed wireless access points district-wide in Three Rivers School District and Medford School District.
- Installed new computer labs at Central Point Elementary School. Phoenix - Talent schools and Manzanita Elem.
- Installed 20 plus LCD projectors and power at Rogue River Schools, Jr./Sr. High School and Elementary West.
- Installed 50 plus LCD projectors/Interactive boards and power in Klamath County School District schools.
- Installed LCD projectors and power throughout the Medford School District.
- Installed 207 network drops at the new Falcon Heights location.
- Provided security surveillance consultation with district IT and maintenance departments.
- Assisted with ongoing demolition and remodel of Klamath Union High School with cameras, network, and wireless.
- Installed network drops throughout all school districts.
- Re-programmed bell schedules and installation/repairs of intercom systems at multiple sites.
- Installed a new 2 room integrated sound system Gym/Cafeteria at Hillside Elem.
- Installed Ethernet to Klamath Union portables.
- Installed network drops to Little house at Klamath Union High School.
- Repair and Replacement of security cameras, DVRs and NVRs in multiple districts.
- Repaired 125 plus iPads. (500 Hours).
- Repair and installation of Interactive Video Conferencing systems and equipment
- Installed and repaired LCD Projectors and interactive whiteboards.
- In-Shop/Field repairs of laptops / computers, iPads, 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 5668 physical and SOESD-digitized media materials worth \$449,589.
- Provided Learn360 digital streaming content to all districts valued at \$29,432.74 (13,357 titles streamed).
- Provided World Book Online academic databases supporting increased student research valued at \$48,802.05 (accessed 393,287 times by districts).
- Created the Media Advisory Council of district and school leaders to advise Media Services and shape ongoing changes to the services and materials offered by SOESD.
- Collected, circulated, and maintained ODE-adopted mathematics curriculum for preview by component districts.

- Hosted and coordinated the 48/48 Video Challenge for Southern Oregon Students, in which student teams write, direct, and edit short films. The films are judged by filmmaking professionals who confer a variety of awards.
- Added \$13,500 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.
- 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 trainings and information on a variety of topics and resources related to effective and efficient future-ready school libraries.
- Provided staff and students in the SOESD service area access to digitized instructional materials through IP recognition access 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.

Network Services

- Provided Internet bandwidth to local districts. Districts enjoy virtually unlimited bandwidth for mission critical education services such as 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.
- Examples of some projects include:
 - 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 and Butte Falls. 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.
- Setup 10Gbps fiber connection for Phoenix Talent, Central Point and Medford
- Grants Pass SD network evaluation and recommendation report on their infrastructure as well as project design and quoting for a new wireless network.
- 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.
- Over 600 hours of videoconference-based classes, including 2 levels of Spanish, 3 levels of Mandarin, and elementary enrichment classes.
- Oregon Online served 220 students in 3 terms (Summer, Fall, and Winter/Spring) during the year, with an overall passing rate of 86 percent. 15 valedictorians from Rogue Valley schools in 2015 graduating class, were enrolled in one or more courses through Oregon Online.

Instructional Technology Integration Professional Development

- Organized and produced the 6th annual Southern Oregon Educational Technology Summit in April of 2016 in collaboration with SOU School of Education and the SOESD Ed Tech Cadre, providing training for 443 participants.
- Organized and produced the 2nd and 3rd annual Southern Oregon SuperQuest in August of 2015 and 2016. In collaboration with Oregon Computer Science Teachers Association and the Southern Oregon Career and Technical Education Consortium, we provided training in CAD, 3D printing, robotics, and Gamification in the classroom for 68 and 58 participants respectively.

- Library of Congress, Teaching with Primary Sources. This August 2016, two-day workshop, designed for K-12 Educators and Teacher-Librarians, introduced 19 regional educators to the vast collections of the Library of Congress's rich reservoir of over 19 million digital resources and explore how you can use them to engage students in the classroom.
- Organized and produced the 2nd annual Southern Oregon Google Summit in October of 2015. 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 6 meetings of Southern Oregon Ed Tech Cadre, with over 20 members from the Southern Oregon region, empowering participants to provide training for other educators in best practices for integrating instructional technology into classrooms.
- Supported and funded the first EdCamp at South Medford High School in August of 2016. This “un-conference” drew in 42 participants from around the region. This event allowed attendees to generate their own session topics, where a facilitator would lead the group in discussions.

Proposed SOESD Local Service Plan for 2017-2018

Program Overview and Comments

Southern Oregon ESD provides an array of services to our component 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 2017-2018 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 2017-18

Increasing Support for Regional Collaboration and State Initiatives

SOESD partners at a leadership level with K-12, Higher Education, business and industry, as well as community partners in collaborative efforts to support students, families and communities across a prenatal to college and career (P-20) continuum. We see collaboration and partnership at the heart of serving best. We believe that together we do what none of us can do alone.

Our efforts not only generate revenue for component school districts, but also improve educational resources and services to benefit the communities of Oregon.

SOESD’s leadership in nurturing collaborative partnerships and involvement in both state and regional efforts has been of significant assistance to the region in acquiring substantial competitive grant and contract funds, resulting in \$6.5 million of new and expanded funding to provide services in our region, including funding for:

- Career Technical Education Revitalization
- Oregon Teacher Mentoring
- Regional Achievement Collaboratives
- Southern Oregon Early Learning Services (SOELS) Early Learning Hub
- Southern Promise Dual High-School and College Credit Articulation
- Science / Technology / Engineering / Mathematics (STEM) Hub and Programming
- and much more....

Our collaborative regional leadership work will continue and expand during the 2017-2018 school year. Examples of our more recent collaborative projects beyond our other historic regional models include:

- **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. SOESD will commit sustainable funding (if grant funding is unavailable) to continue CC4A and STEM work.

- **Regional Achievement Collaboratives:**

SOESD has supported the development and expansion of the Southern Oregon Success (SORS) and Klamath Promise Regional Achievement Collaboratives (RACs), and development of increased funding. At the request of community partners, SOESD employs the SORS RAC Project Manager, in part due to our work supporting RAC initiatives such as the SOELS Early Learning Hub and College and Career for All Hub.

SOESD believes firmly in our RACs as collaborative and synergistic partnerships that coalesce a focus on the success of children, family, and communities throughout the prenatal to college and career continuum.

Based on the desire of districts to increasingly support the collaborative work of both Southern Oregon Success and Klamath Promise RACs, SOESD will expand funding for both of these initiatives to support, develop, and enhance the collaborative work in our communities, including synergistic partnerships that raise awareness of Adverse Childhood Experiences (ACEs), and work to provide trauma informed supports for districts, students and families.

- **Regional Attendance Initiative**

SOESD is coordinating a regional attendance initiative, supported by a Regional Attendance PLC, to strengthen student and family success across the region. Coordinated efforts help serve all students and families with common messaging, practices, and community supports that combat challenges such as student mobility. Regional Attendance support builds on successful local and statewide district models, and integrates trauma informed practices, while strengthening community engagement.

SOESD provides contracted attendance specialists who assist districts with promoting strong school attendance and help struggling students develop a plan for success in the education system. 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 is shifting attendance support to foster approaches to student attendance through proactive and trauma informed supports and interventions for students and families that leverage alternative discipline models.

- **SOELS Early Learning Hub**

SOESD currently serves as the fiscal agent for the Jackson/Josephine Southern Oregon Early Learning Services (SOELS) Early Learning Hub, and provides both leadership and support for the Hub's goals. As one of the pillars of the SORS RAC, SOESD believes firmly in the work of the Hub to coordinate the regional early childhood system and help cross-sector collaboration, innovation, and efficiency to ensure that every child in Southern Oregon enters kindergarten safe, healthy, and ready to achieve success. After incubating with SOESD's support for the past two years, the Hub reached a decision to remain with SOESD and we are now formally serving as the Hub's home.

- **Southern Oregon STEM Hub**

In support of the CC4A Hub and the SORS RAC, SOESD provided leadership and support with regional partners to establish the state recognized Southern Oregon STEM Hub, and serves as the fiscal agent for backbone and programming funds. SOESD will continue support for the Hub that brings increased funding to the region.

Expanded Programs 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, last year we added new programs that address the need to strengthen families and communities to promote student success:

- **Child Care Resource Network (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:

- Trainings for providers to become and stay licensed and improve their quality of care.
 - Provider coaching around best practices for health and safety, early literacy, special needs care, operating a small business, partnering with parents, and more.
 - Consumer education on quality child care and best practices.
 - Helping businesses identify ways to support their staff needing childcare through tax benefits and provider networks.
 - Referrals for parents seeking child care through a database of over 500 child care providers.
-
- **Family Support and Connections (FS&C)**

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:

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

District Withdrawal Considerations:

In March of 2014, Grants Pass School District's Board of Directors elected to formally withdraw from Southern Oregon ESD and then requested to purchase back a number of services at a surcharged rate. In 2015 and 2016 SOESD met with the GPSD leadership team as they did with all other districts in the region to discuss and determine the district's needs, and to align SOESD services to meet those needs, along with and in consideration of other component 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. SOESD continues to work with GPSD and member districts on equitable resource allocation, and in honing a service plan that is responsive in providing valuable services to all districts.

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.

In 2016, Central Point School District and Medford School District issued intents to withdraw from SOESD, each noting their intent was to provide time to evaluate SOESD services. During the subsequent months, we collectively formed the Local Service Plan with all component districts. SOESD has worked diligently to evaluate our service offerings to be responsive to varied districts' needs, and to develop a service plan that provides a balance of flexibility and stability for all component districts. We will continue the process of program evaluation and service adjustment with component districts.

Shifts in Service Offerings for 2017-2018

Courier Services

In 2015-2016, SOESD formed a Media Advisory Council of district leaders to guide our vision for shifts in the Instructional Media program. SOESD has transitioned the program to the digital world to support personalized learning, online and digital curriculum, blended learning models, and effective instructional practices using technology to support content standards. SOESD provides a discounted price on Follett Library Management software, support for digital eBooks, online streaming video (like Bill Nye the Science Guy), and WorldBook Online. Our Instructional Media program includes a Media Specialist who provides Follett Destiny, instructional, and curricular support, as well as Division 22 instructional program support. While the volume of physical media to be delivered by our Courier Service has diminished with the reduced focus on film, VHC, and DVD media needs over time, there still is a need to deliver other physical instructional materials, and to transport equipment (like iPads) repaired by our Electronic Services program, along with other inter-district mail, and cooperative purchasing items that districts purchase at a bulk discount from our warehouse. We are adjusting the Courier Service accordingly by developing a delivery schedule with reduced frequency.

Oregon Online

Oregon Online has provided a comprehensive set of core and elective content courses many of which qualify for college credit. The program has been successful in providing credit enhancement opportunities for students, and has had increased successful outcomes for students including a percentage of completers showing high student achievement while simultaneously reducing the number of non-successful students in the program. The program reached peak attendance many years ago, and while still used by several districts, regional enrollment has subsequently declined, as focus has occurred around alternatives for credit retrieval. Oregon Online will no longer be offered as a resolution service, but instead will remain available as a contracted service for districts that may wish to maintain access to the courses.

School Improvement Professional Development Fund

SOESD will continue coordinating regional training events and follow up professional development activities customized for individual districts, but reduce the available consortium funds as we move to more fee based services and to shift funding to other priorities.

Video Conferencing

Over the previous decade, SOESD took a leadership role in building and supporting an interactive video network to support distance learning across a statewide network of organizations. The once cutting edge technology has in recent years experienced competition with alternative video conferencing solutions, as mobile and online technologies have become pervasive in daily life. SOESD has tested emerging and alternative systems for video meetings and presentation sharing that would also support online learning environments and mobile devices. We have confirmed an alternative and significantly less expensive “virtual” bridge that can be run in our data center to provide proper meeting pre-scheduling, to establish classroom and meeting connections, and provide compatibility with partner organizations’ systems. As a result, SOESD will plan to retire the legacy video bridging system and move to significantly more cost effective video conferencing technologies.

Tier One Computer Support

As SOESD has moved technical support expertise to higher tier needs for data center, networking, data analysis and programming support, shifts in tier one Help Desk computer support have diminished while needs for networking, data center, phone and security systems have increased.

Reorganized and Increased Service Needs for 2017-2018

School Improvement Services

SOESD has purposefully shifted the structure of School Improvement Services to best serve districts, students, families, and the many communities in our service area by creating and supporting a cooperative and aligned system across a preconception to college and career continuum, and in-line with both local, regional, and statewide initiatives. As we continue some traditional school improvement services to support teacher professional development, curriculum, instruction, and assessment, we also support a variety of school improvement areas such as CTE, Migrant/ELL/Indian Education, STEM, and regional attendance initiative. Additionally, we support early learning, provide family supports, foster trauma informed practices to combat Adverse Childhood Experiences (ACEs), and create college and career paths aligned with business and industry partners that lead to living wage jobs and economic development.

- **Statewide and Regional Initiatives**

SOESD will continue to support and expand a continuum of services across the pre-conception to college and career continuum aligned with local, regional and statewide initiatives.

- **Regional Achievement Collaboratives (RAC)**

- **RAC Coordination**

SOESD will provide funding to sustain coordination of Southern Oregon Success and Klamath Promise RACs.

- **College and Career for All (CC4A) & STEM Hub**

SOESD will commit sustainable funding if grant funding is unavailable to sustain CC4A and STEM work.

- **Southern Oregon Early Learning Services Hub**

SOESD will continue to provide support and leadership for the Hub.

- **Teacher Induction & Mentoring**

For the past nine years SOESD's Mentor Program has provided mentoring for new teachers and administrators through their critical first and second years in the profession. While the program is built upon research that demonstrates increased student achievement and teacher retention, districts have requested support for new teachers through a teacher induction program revolving around effective instructional practice, lesson and unit design, assessments, and culturally responsive teaching. SOESD intends to support anticipated shifts to the Oregon mentoring model, while also providing supports for district embedded induction programs.

- **Migrant Education / ELL Training**

SOESD will sustain the highly demanded professional development activities in our region as a resolution service, including: Constructing Meaning, GLAD, SELD, and SIOP.

Technology Services

- **Increased Electronic Services**

Due to overwhelming demand for installation of instructional technology, wired and wireless networks, as well as security systems and other electronic technologies, districts have requested increased staffing in the Electronic Services program to meet their requested service levels while providing significant cost savings. Since 2014, demand for the program has increased almost 50%. Unfortunately, the ability to respond in a timely manner to the overwhelming number of service requests has been challenging, since

staffing has not been increased to keep up with demand. Districts have provided virtually unanimous feedback indicating that this service area be increased to keep up with demand, to meet significant installation requirements that deploying a larger team can provide, and to provide cost-savings over hiring commercial installers at significantly higher rates. SOESD will expand the program to better serve our districts.

- **Increased Data Center Hosting and VoIP Services**

The Computer Information Services program will expand support for our data center to provide increased and significant cost savings for districts by hosting school information systems, as well as a new service for hosted VoIP telephone services. This builds upon our multi-year strategy to consolidate computing services within districts resulting in significant cost and time savings, while allowing staff time and resources to be spent instead on technology to support curriculum, instruction and assessment, as well as student centered, personalized learning environments.

- **Increased Data Dashboard Services**

Over the past few years, SOESD has provided leadership in the use of a data dashboard to support data-informed instructional practices, program evaluation, and interventions. SOESD also supports a vision of a coordinated longitudinal data system across community sectors to provide holistic support for children and families from before children are born, through early learning, as they transition to kindergarten, then through their K-12 experiences, and into post-secondary education and career paths. SOESD provides implementation, training and support for data dashboard services, and facilitates a regional contract that saves districts considerably versus purchasing the dashboard themselves. SOESD is also working with coordinated care organizations and community service organizations to implement a common intake and service delivery system in an effort to streamline services for families, while providing data to inform system alignments and organizational partnerships.

Conclusion

As a result of SOESD's focus on regional efficiencies, self-analysis of the services we provide, and responsiveness to districts' needs, SOESD is making shifts in several of our service areas. Some of these shifts will result in scaling down or eliminating services that are no longer high priorities for districts, while we expand support in other areas that can provide direct and immediate cost benefits to individual districts. SOESD will continue to promote synergistic partnerships that provide benefits for students as well as efficiency through cost-sharing which would not otherwise exist.

Services to Be Offered/Provided In 2017-2018

Administrative/Business Services

General Fund

2016-17 SOESD Resources Allocated to Administrative/Business Services - \$2,177,088

Percentage of SOESD Resource Funding – 10.67%

- Business Officials Meetings
- Payroll Professionals Meeting
- Superintendents Association
- Home School Registration and Legal Requirements
- State and Regional Initiative Leadership
 - College and Career for All (CC4A)
 - Southern Promise Dual Credit and Career Pathway Articulation
 - STEM Hub
 - Regional Achievement Collaboratives (RAC)
 - Southern Oregon Early Learning Services (SOELS)

Non General Fund Services

- Cooperative Purchasing
- Business Information Software Hosting
- Medicaid Administrative Claiming (MAC)
- AESOP Substitute Management System
- Substitute Management Services
- Unemployment Management Services
- Affordable Care Act – Hour Tracking Software Support (WorxTime)

SB 529

General Fund

2016-17 SOESD Resources Allocated to SB 529 - \$2,136,797

Percentage of SOESD Resource Funding – 10.48%

School Improvement Services

General Fund

2016-17 SOESD Resources Allocated to School Improvement Services - \$1,057,682
Percentage of SOESD Resource Funding - 5.18%

(Note to superintendents – this area includes funding for the statewide and regional initiatives, CTE and ELL/Migrant administration and support. It also includes some attendance services as well as the \$60,000 budget for the Curriculum Director group approved by you.)

- Support for regional Curriculum Directors Group
- Career/Technical Education (CTE)
 - CTE Program Update
 - Program of Study Approval Process
 - State Approved Programs
 - Instructor Appraisal and CTE Licensure
 - Staff Development and Technical Assistance
 - Dual Credit/2+2
 - Perkins Grant Management
 - Southern Oregon Career and Technical Education Consortium (SOCTEC)
- Instructional Technology support and Professional Development
- Migrant/ELL Title I C and Title III Grant Management and Consortium Facilitation
- Migrant/ELL Program Technical Assistance – ELL Regional Meetings
- Migrant/ELL Training/Coaching - Constructing Meaning
- Migrant/ELL Training - Culturally Responsive Education
- Migrant/ELL Training - Guided Language Acquisition Design (GLAD)
- Migrant/ELL Training/Coaching - Sheltered Instruction Observation Protocol (SIOP)
- Migrant/ELL Training - Systematic English Language Development (SELD)
- Oregon Mentor Grant Support
- State initiatives and other grant writing and development.
- State and Regional Initiative Management
 - College and Career for All (CC4A)
 - Southern Promise Dual Credit and Career Pathway Articulation
 - STEM Hub
 - Regional Achievement Collaboratives (RACs)
 - Southern Oregon Early Learning Services (SOELS)

Non-General Fund Services

- Attendance Services
- Child Care Resource Network (CCRN)
- CTE Perkins Grant Activates
- Family Supports and Connections (FS&C)
- McKinney-Vento Homeless Partnership

- Migrant/ELL/Indian Education
 - Parent Advisory Committees
 - Migrant Pre School, After-School & Summer School Programs
 - Sheltered Instruction Observation Protocol (SIOP) Training/Coaching
 - Systematic English Language Development (SELD) Training/Coaching
 - Culturally Responsive Education Training
 - Guided Language Acquisition Design (GLAD)
 - Indian Education Services
 - Listo Family Literacy
 - Constructing Meaning (CM) Training/Coaching
- Oregon Mentor Grant Activities- Mentoring for Beginning Teachers and New Administrators
- Oregon Online
- State and Regional Initiative Activities
 - Regional Achievement Collaboratives (RACs)
 - Southern Oregon Early Learning Services (SOELS)
 - College and Career for All (CC4A)
 - Southern Promise Dual Credit and Career Pathway Articulation
 - STEM Hub

Programs for Children with Special Needs (Special Education Services)

General Fund

2016-17 SOESD Resources Allocated to Children with Special Needs - \$12,085,178

Percentage of SOESD Resources Funding - 59.25%

- Assistive Technology Library
- 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 Non-General Fund Services

- Early Intervention/Early Childhood Special Education (EI/ECSE) (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 Orthopedically Impaired (POI)
 - Regional Advisory Council
 - Traumatic Brain Injury (TBI)
- Long Term Care and Treatment Education Programs (LTCT)
- Transition Network Facilitator (TNF) Youth Transition Program (YTP) Grant

Technology Services (Technology and Media Services)

General Fund

2016-17 SOESD Resources Allocated to Technology and Media Services - \$2,941,704

Percentage of SOESD Resources Funding - 14.42%

- Computer Information Services / Network Services / Internet Connectivity
- Courier Services
- Electronic Services
- Instructional Media Services

Other Non-General Fund Services

- Consortium Software Contracts
- Cooperative Purchasing of Electronic Equipment for Schools
- Distance Learning Courses
- Division 22 Librarian Services
- Technical Support

Measurement and Measurement Data Type

Administrative/Business Services

Service	Measurement Data Type				Individual(s) Responsible
	Effort	Impact	Efficiency	Customer Satisfaction	
<u>General Fund</u>					
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
State and Regional Initiative Leadership	A1, 4	B3			Scott Beveridge
<u>Other Services</u>					
Cooperative Purchasing		B4		D1	Howard George
AESOP System		B4		D1	Howard George
Substitute Management Services		B4		D1	Howard George

School Improvement Services

Service	Measurement Data Type				Individual(s) Responsible
	Effort	Impact	Efficiency	Customer Satisfaction	
General Fund					
College and Career for All Movement Management	A1, 4	B3	C2	D4	Benji Henslee TBA Scott Beveridge
CTE Instructor Appraisals/Teacher Licensing	A1, 4				Brian Robin
CTE Perkins Grant Management	A4			D1,2	Brian Robin
CTE Program of Study Development and Compliance	A1, 3, 4				Brian Robin
CTE - Southern Oregon Career and Technical Ed Consortium (SOCTEC)	A1, 4			D1, 2	Brian Robin
Curriculum Director Regional Group Facilitation, ODE Liaison, and Management of Region-Wide Staff Development Implementation	A1, 4	B3,4	C1	D1,2	Debbie Connolly
Instructional Technology (Southern Oregon Technology Summit, Ed Tech Cadre, IT consulting, Apple iPad and other personal computer devices and workshops)	A4		C1	D1	Morgan Cottle / Debbie Connolly
Migrant/ELL Program Technical Assistance – ELL Regional Meetings	A1, 4	B2,3	C2	D1,2	Charlie Bauer
Migrant/ELL Title I C and Title III Grant Management and Consortium Facilitation	A1, 4	B2, 3	C2	D1,2	Charlie Bauer
Migrant/ELL Training/Coaching - Constructing Meaning	A1, 3, 4	B1,2	C1	D1,2	Charlie Bauer
Migrant/ELL Training - Culturally Responsive Education	A1, 4	B1,2	C1	D1,2	Charlie Bauer
Migrant/ELL Training - Guided Language Acquisition Design (GLAD)	A1, 3, 4	B1,2	C1	D1,2	Charlie Bauer
Migrant/ELL Training/Coaching - Sheltered Instruction Observation Protocol (SIOP)	A1, 3, 4	B1, 2	C1	D1,2	Charlie Bauer
Migrant/ELL Training - Systematic English Language Development (SELD)	A1, 3, 4	B1, 2	C1	D1,2	Charlie Bauer
Regional Achievement Collaboratives	A1	B1,3	C2	D1, 2	Anne Hiller Clarke Peter Buckley Scott Beveridge

STEM Hub Program Management	A1		C2		TBA Scott Beveridge
<u>Other Services</u>					
Attendance Services	A1, 2, 4	B1,3 4, 5	C1	D1,2	Scott Beveridge
Child Care Resource Network	A1	B3			Mary Wolf Howard George
CTE Perkins Grant Activities	A1, 4	B1, 5		D1,2	Brian Robin
Classroom at Crater Lake	A1			D1,2	Scott Beveridge
Culturally Responsive Education Training	A1, 4	B1,2	C1	D1,2	Charlie Bauer
Family Support and Connections	A1	B3			Mary Wolf Howard George
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	Heidi Olivadoti/ Debbie Connolly
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
Oregon Online virtual student classes in Southern Oregon and outside Southern Oregon	A1, 4	B4,5		D1,2	Debbie Connolly
Southern Oregon Early Learning Services	A1	B1	C2		René Brandon Scott Beveridge
STEM Hub Programming	A1		C2		TBA Scott Beveridge

Programs for Children with Special Needs (Special Education Services)

Service	Measurement Data Type				Individual(s) Responsible
	Effort	Impact	Efficiency	Customer Satisfaction	
<u>General Fund</u>					
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	B4		D1	Agnes Lee-Wolfe
Braillists/Compensatory Services	A2	B3	C2		Mark Moskowitz
Occupational Therapists (non-Regional eligible)	A4	B24			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
School Nursing Services	A1, 3			D1	Susan Peck
Sign Language Interpreters	A2	B3	C1		Mark Moskowitz
Special Education Administrators Association	A1			D1	Susan Peck
Special Education Automation Software (SEAS)	A1,4				Susan Peck
Speech/Language Services	A4			D1	Susan Peck
STEPS (Mentally and Multiply Disabled)	A1,4	B2			Andree Johnson
STEPS Plus (Cognitive Deficits and Challenging Behaviors)	A1	B5			Andree Johnson
<u>Other Services</u>					
Autism Services	A2, 4			D1	Agnes Lee-Wolfe
Deaf-Blind Services	A2	B2	C2		Mark Moskowitz
Early Intervention/Early Childhood Special Education (Josephine County)	A2	B5		D1, D4	Pam Arbogast
Long-Term Care and Treatment (LTCT)	A1, 3				Evelyn Henderson
Medicaid Administrative Claiming (MAC)	A1,3 , 4				Mark Earnest/ Susan Peck
Oregon Project for Visually Impaired and Blind Pre-School Children	A4	B4	C1		Mark Moskowitz
Oregon Regional Program Autism Training Sites (OrPATS)	A1, A4				Agnes Lee-Wolfe
Program for Deaf and Hard of Hearing	A2	B2	C2		Mark Moskowitz

(PDHH)					
Program for Orthopedically Impaired	A2	B4			Evelyn Henderson
Program for Vision Impaired (PVI)	A2	B2	C2		Mark Moskowitz
Regional Advisory Council	A1, 4	B4			Agnes Lee-Wolfe
Traumatic Brain Injury	A1, 4			D1	Agnes Lee-Wolfe
Transition Network Facilitator	A1, 4	B1			Cindy Cameron/ Andree Johnson
Special Education Professional Development Opportunities	A1,4	B4			Susan Peck
YTP Grant	A1			D2	Jennifer Zon/ Andree Johnson

Technology Services (Technology and Media Services

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

<u>Other Services</u>					
Videoconferencing and distance learning for K-12 student classes	A1,4	B5		D1	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